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TEACHING HOME ECONOMICS

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PREFACE

THIS book is intended primarily for the preservice preparation of home economics teachers. However, the book should also be helpful to those who are already teaching home economics in junior and senior high schools, to teachers of adult classes, to home demonstration agents, and to supervisors responsible for in-service home economics education programs. Our objectives in writing this book have been (1) to provide descriptions of home economics programs in a variety of school situations, (2) to help define the role of the home economics teacher, (3) to examine the various aspects of the home economics teacher's job, and (4) to provide specific aids for successful teaching. We speak directly to the in-service teacher and to the future teacher, and we attempt to point out the means for arriving at a functioning philosophy of home economics education, as well as some ways for implementing this philosophy.

We have approached our subject through the student teaching experience because, for the prospective teacher, this is a crucial experience—the climax in a series of experiences toward which she has exerted her efforts over a considerable period of time. Student teaching is an emotionally charged experience in which the possibilities for learning are more than usually significant. The period is crucial, too, because it is one in which important attitudes toward teaching are crystallized and initial patterns for operation are established. We have aimed to build confidence and security and to dispel the notion that student teaching is a "proving ground."

The book should find its greatest application at the preservice level—in the classes on teaching methods that precede student teaching during the student teaching experiences, and in the classes and seminars that follow these student teaching experiences. In a less formal manner, the book may be used as a guide during other growth experiences, such as individual and group projects, work experiences,

and a variety of observation and participation experiences

A large part of the information in the book could be applied by the home economist on the job—that is, by the teacher, the extension worker, the adult educator, and the mass media communicator. This information includes basic concepts of program planning and development, as well as a variety of experimental techniques. The beginning home economist should find that the book helps her especially in overcoming her self-consciousness and in establishing a functioning philosophy to assist her in answering questions, solving problems, and making decisions that arise in her daily work experiences. A teacher who has been out of the field for a time, but who wishes to return to active service, will find the book helpful in bringing herself up-to-date in both philosophy and practice.

We have also tried to include material that will be valuable for in-service education, particularly in study groups and by supervisors working with teachers. Many of the techniques described can be applied in teaching home economics at the elementary and adult levels as well as at the secondary level. In less formal situations outside the classroom, the home demonstration agent and the home economist in business may also find these techniques useful in their teaching.

Our underlying philosophy, during the writing of this book, has been that home economics education is important for all age groups and for men as well as women. The reader will note that many of our discussions of classroom techniques and activities have been based on the assumption that boys, as well as girls, will be students of home economics.

We have placed special emphasis on using an interdisciplinary approach in the preparation of the reader's guide to selected references. Because home economics is a field of study that draws from many areas for its subject matter, teachers benefit from familiarizing themselves with the reading and research in a number of disciplines. Much good material is being developed continuously in home economics at local, state, and national levels. Problems of sharing this material, as well as problems in the intelligent use of such material, are numerous. We have faced these problems by referring primarily to books and periodicals that are generally available. Where possible, we have secured permission to incorporate, in the text, useful materials that are not generally available. In all cases, our emphasis has been on ways of utilizing these materials.

We wish to express our deep appreciation to our present and former students and professional colleagues who have provided many helpful

suggestions and examples that have enriched our discussions, as well as continual encouragement. We especially want to acknowledge Dr Marie Dirks, Head of the Home Economics Education Division at Ohio State University, whose intellectual stimulation, ideas, and questions were significant in making this project a reality.

OLIVE A. HALL
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Los Angeles, California
East Lansing, Michigan
August, 1961

CLARIFICATION OF TERMS

THE authors are aware that professional home economists have accepted certain definitions of terms and that some of these definitions have been violated in this book. Consequently we feel that a word of explanation should be given. As we mentioned in the Preface this book is directed toward college students who are preparing to be teachers as well as toward teachers already in service at all educational levels. We chose the following words for use in this book because of their wide applicabilities to any of those previously described programs.

Home economics education. As used in this book, these words refer to a program of instruction that is designed to prepare students for home responsibilities and/or for a profession. We have chosen to use this broad professional term throughout the book rather than the commonly accepted interpretation that distinguishes between two types of programs: homemaking education meaning the program at the secondary school level that is designed to help students solve problems of personal and family life and *home economics education* meaning college or university instruction that prepares for homemaking or for one of the professional fields.

Student. This word is used throughout the book to refer to a person attending an educational institution regardless of whether it is a secondary school or an institution of a higher level. We have chosen to use this general term because it connotes the intellectually stimulating environment that we would like to encourage in all home economics classes. In common usage *pupil* refers to one who attends an elementary or a secondary school; it implies close supervision and tutelage of a teacher. *Student* often replaces *pupil* at the secondary level and is the recommended word at the college level where independence is an important goal.*

* Carter V. Good, *Dictionary of Education* (2nd ed.) New York: McGraw-Hill, 1959, p. 431.

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PART I

THE NATURE OF HOME ECONOMICS EDUCATION

1

A LOOK AT STUDENT TEACHING

You are at the threshold of student teaching. Those of us whose job it is to help you become a teacher have observed how greatly college students vary in their readiness to begin teaching and how important this factor is in teaching success. Some of you are eager to begin, confident of your ability and assured that in teaching you will find the satisfactions you have anticipated. A few of you dread the experience and approach it fearfully, not sure that you really want to teach after all. In between are others hopeful that teaching will be a happy experience, yet approaching it with varying degrees of uncertainty.

Some feelings of hesitancy and inadequacy in the face of a new experience are to be expected. A certain measure of these feelings may actually be helpful in that they serve to stimulate you to greater effort and help you guard against over confidence. The important thing, when you take over as a regular classroom teacher, is that you be sufficiently certain and confident, so that you can achieve and maintain the positive and constructive approach essential to success in teaching. It is with this in mind that we provide student teaching experiences as part of the program in teacher preparation.

You have been building confidence and abilities for teaching through a succession of experiences in a wide variety of class and out-of class activities. Student teaching constitutes but part of a broad program of professional growth experiences extending on a continuum through pre service preparation and beyond, into actual teaching. Student teaching is crucial in this series of experiences because it provides the opportunity for you to try on the role of the teacher under the guidance of experienced teachers who are ready to help you make the necessary alterations so that the role may fit you.

BECOMING ACQUAINTED WITH THE ROLE OF A TEACHER

There are a number of ways in which you can get an idea of what your role will be when you become a home economics teacher. In your professional home economics education courses you will have an opportunity to extend your contacts with children, youth, and adults in school and family settings through guided observation, participation, and student teaching experiences.

In some institutions prospective home economics teachers have an opportunity to participate in what is known as a school-community or "September" experience. During this time, you can observe and sometimes participate in a public school situation during a period when public schools are in session but when the college or university is not. At this time you can get a picture of what is involved in starting a new school year, be in on some of the initial planning for the year, observe how teachers and students get acquainted with one another, and participate in helping the regular teacher get the physical setting organized for teaching.

Just what this kind of experience can do for you was described by Dirks and Albanese this way:

As illustrative of the type of experiences students have, that of Carolyn H might be described. Her purposes were to gain more insight into what she would be doing as a teacher and what students would expect of her, to see what the homemaking program was like in a rural community school, and to observe the planning and methods used. Carolyn spent eight days in the school . . .

Among a variety of experiences, Carolyn started as especially helpful the following: a study of the community and attendance at such community functions as the band ice-cream social and 4-H Achievement Day, assistance with lesson planning and preparation, laboratory classes, extracurricular activities and evaluation of teaching, conferences with administrator, some parents, and students. Also, the opportunities afforded for first hand observation of students' attitudes and interests, variation in levels of work, student participation in planning, and teacher-pupil conferences. To quote Carolyn in her summarization of the experience.

This has been more than a worth while experience for me, it was a necessity! Now I am beginning to realize just how much more I need to know and to be able to do in order to be a good student teacher and teacher.¹

¹ Marie Dirks and Naomi Albanese, "Enriching the Student Program in Home Economics Education," *Journal of Home Economics*, 49 726-727, November 1957

At some time during your professional training as a part of your work relative to a particular subject matter class or in an especially designed seminar you may have the opportunity to work with special agencies that serve families, visit in homes that are quite different from those you have known or take a summer job that will give you practice and security in an area of home economics where you feel the need for more training. This kind of field experience is a part of the university program in teacher education in a number of institutions.

Typical of such experiences are those of two seniors who assisted with two well-child conferences sponsored by the Columbus Public Health Department and Instructive Nursing Association. One conference group was composed entirely of children of Negro families, the other of Negro and white families. Both represented lower income levels. Students visited each of the assigned centers one day a week throughout the quarter and spent approximately three hours at each session. Children with whom they worked ranged from 18 months to school age. Activities supervised included finger painting, reading to children, play activities, and reassuring children who were frightened or shy. Opportunities to work with mothers included visiting with them individually as they waited to have physicians see the children and teaching lessons to them in groups on some phase of child development.

Students had access to family records which gave background information regarding educational level and social and economic status of those with whom they worked. Following each conference period they also had an opportunity to discuss with the nursing staff possible reasons for a child's behavior. Arrangements were made for each of the students to visit the home of a particular child so that they might better understand the neighborhood, the type of housing, and the standard of living of families represented. Values derived from this type of experience are best seen through the students' own words:

I feel this experience is good for every college student who may become used to his own surroundings and not recognize that teaching does not always involve upper and middle class children. I have a better knowledge of the influence of family attitudes, status, and cultural patterns on the child as a person.

My home visits were experiences I will never forget. I feel that the three families I visited allowed me to see homes of three different economic levels with three different kinds of parental attitudes. Talking with nurses before going to the homes and then our discussion following the visit helped me to see it is necessary to keep an objective point of view if you are going to help those who need guidance.

My third adult class was the best one I taught. I've decided that it takes experience and that no matter how much you read about teaching in a book or listen to it in a lecture you don't really get the full meaning until you do it. I found that for this group 15 minutes was a good

time to allow for a lesson
socialize

After that time they were ready to

There will be a number of opportunities for you to observe, and, perhaps, to participate in actual secondary classrooms—if you recognize this as a worthwhile experience. Some of your professional education courses arrange such kinds of experiences for you. When you see actual classrooms in session the theory that you read, study, and discuss in your college courses becomes more meaningful to you.

One prospective home economics teacher kept a diary of her observation and participation experiences in a junior high school. You will note that she was able to draw some conclusions from her experience that facilitated her ability to be a more secure and confident student teacher and teacher.

Diary

My participation experience consisted of five, 2 hour sessions at _____ Junior High School. I visited the school once a week and observed in Miss _____'s home economics classes.

Tuesday, February 11, I merely became acquainted with the teacher, the classroom and its activities and the school. The teacher has a somewhat dramatic appearance; she was effervescent, enthusiastic and very artistic—as evidenced by an elaborate bulletin board in the hall. I found the classroom very attractive and modern, decorated in tones of beige and dark green with coral accents. It seated approximately thirty students comfortably, however, the seventh grade class which I observed had twenty-five students.

The classroom was equipped with six sewing machine tables with the necessary sewing equipment. There were laundry facilities, accurately labeled drawers in which to keep supplies and a locker for sewing trays. There were also magazines, such as _____, _____, _____, and _____, and several pattern books—all of which seemed to pertain to clothing. Miss _____ teaches the girls about clothing (selection, care and construction), about their family relationships and about the homes in which they live (house planning and furnishing). Another teacher whose major was dietetics instructs the girls in food (nutrition, purchasing and preparation).

Each day I visited from 12:00 until 2:15 P.M. The class was held from 12:38 until 2:04 twice a week. At this particular time these seventh graders were studying baby sitting. They were organizing and compiling the kind of information that was needed for their baby sitting booklet by means of class discussion. The teacher summarized everything on the board and then was to mimeograph the material in a form to be made into a booklet. Although there was no other activity except class discussion during the period I noticed that the students were very attentive, alert and responsive. Their assignment for February 13 was to read in their text,

_____, by _____, and to list five main characteristics of children 2 to 3 years, 3 to 4 years, and 4 to 6 years

In regard to the textbook and other books used in the classroom, the teacher felt that this particular textbook was the best she was using. It is used for the seventh grade only. I thought it was very interestingly written. The units in the book are connected to each other by a series of dramatic stories and illustrations, which introduce units and suggest various activities. I think the subject matter is quite "sugar-coated" but apparently very effective. The book ties in very well with the local curriculum plan—foods and nutrition, the girl, the home, and clothing—which, incidentally, is followed fairly closely in this class.

After class that day, I conferred with the principal, Mr _____, to find out more about home economics, the curriculum, the school, and the community. He gave me a booklet that explains how home economics fits into the entire curriculum for grades seven through twelve. The principal emphasized a point made in the booklet—that home economics is required in the seventh grade and may be elected from then on to make up a major or minor. In high school, home economics is specialized. Mr _____ also gave me a written version of the school's philosophy for the purpose of telling me of their general education approach. When I asked about the parental background of the students, he stated that they were mostly professional people, with a few exceptions. These parents are very interested in college preparation and feel home economics is helpful to girls as an extra subject for future homemaking. Nearly all the teachers live in the school area and are active in the community as well as professional organizations. Several examples were cited.

The following Tuesday, February 18, I concentrated on learning the names of the students by using the teachers' grade book and on identifying them as they participated in class discussion. I made a seating chart as I went along. The class discussed the supplies that baby sitters needed to carry with them. They also discussed the different age groups of pre-schoolers and their characteristics. During this time the babysitting booklet was passed to the students. Their assignment for the following Thursday was to observe a child between the ages of 2 to 6 years and write down specific observations. If a student did not have a brother or sister or child with whom she baby sat, arrangements would be made for her to observe children in the kindergarten.

Before class that day, I talked with the teacher concerning her other activities outside of actual classroom teaching. She is president of one professional organization, and treasurer of another. Teaming this with PTA and teachers' meetings, classroom projects, and some extracurricular social activity, she is busy nearly every night of the week. Miss _____ is an extremely busy person and quite devoted to her profession.

The following Tuesday, February 25, I taught the class. We were beginning a unit on toys, and the students' assignment was that each bring a toy from home (I brought some toys, too) as well as read a few assigned pages in the textbook. Prior to class, Miss _____ was informed of my lesson plan and we discussed the students' projects for that Thursday. What I was hoping to accomplish that day was to have the students select toys

paint was mentioned she nodded her head vigorously. Later they discussed where to store soiled clothes. Rusty's hand went up again. "Well, for underwear like anklets and panties, you could put them in plastic bags, and for things like overalls and skirts my Mom has an Army bag that she got from my father."

These are some of the comments that reflect her background even though the whole story is not known. She has some ingenuity and really does try. Her interest never dies. She seems to be the kind of girl that will respond to class work and other suggestions as best she can. I think home economics will do her a lot of good.

Conclusions I Drew

First of all, I discovered how responsive and enthusiastic junior high students can be. They love activity and seem to want to please. Although I was aware of the common characteristics of students at this age level, I had never worked with junior high students before.

Second, I discovered that each class must be planned very carefully in order to take full advantage of the time allowed. The teacher is responsible for doing this.

Third, I realize more clearly that students relate everything to situations outside of class and particularly to their own homes. I think this would be a very good device for the teacher to use deliberately as it seems to hold the student's interest best.

Fourth, I found that cumulative records are helpful, but may be very incomplete. The home economics teacher could probably add quite a bit of information, by noting some of the comments the students make about their homes and families.

My over all conclusion is that, although nearly all of this has been covered in classwork throughout college, the theory and book learning becomes a part of you when you gain actual experience. I think this is necessary for developing into a really effective teacher.

THE CHALLENGE OF STUDENT TEACHING

No two student teaching experiences can be identical even for students from the same institution and, from one institution to another, student teaching programs vary widely. There are differences, for example, with respect to the length of the student teaching period, whether full time is devoted to student teaching or other college courses are carried at the same time, whether the student teacher goes off campus to teach or continues to be resident on campus, and whether she is assigned to handle a particular situation alone or shares the assignment with others. There are also differences in the kinds of growth opportunities afforded depending on the type of school in which the

student teaching is done, the way in which the home economics program is organized, and whether the student teacher participates in but one phase of the program or has contact with the total program

One student teaching experience can only introduce a prospective teacher to the many facets of the home economics teacher's job, provide an opportunity for her to observe or teach in several related areas of home economics, and enable her to work with some of the various age groups for whom home economics education may be provided This is one of the reasons why many institutions provide observation and participation experiences in a variety of situations, and in some instances, more than one student teaching experience The programs of some institutions are flexible enough to allow a person to select a student teaching situation that will provide experiences to meet her particular needs and interests

The Purposes of Student Teaching Programs

In spite of the many variations in the patterns of student teaching, they tend to provide a more or less common core of experiences that afford opportunity for personal as well as professional growth There is, for example the opportunity for the student teacher to establish herself in a new situation, which means not only creating a favorable impression but also gaining the liking and respect of others Thus she can add to her understanding of human behavior and achieve new skill in human relationships There is also the opportunity to establish herself in the teacher role—to learn to look the part as well as to feel what it means to be a teacher, to perform comfortably and without self-consciousness in the teacher role and to be accepted by others as a teacher In every student teaching experience there are constant challenges to growth in relationships with students in and out of the classroom in ability to work with the supervising teacher, in professional activities with other teachers, and in contacts with parents and others outside the school

One of the primary purposes of student teaching is, of course, to build competency in the actual process of teaching Many of the activities in any student teaching situation are planned with this purpose in mind You will be faced with unnumerable illustrations of how individuals differ with respect to patterns of growth and development and in terms of individual needs and interests If you have an opportunity to work with several age levels and with boys as well as girls, your understanding of the developmental needs that are characteristic of

particular groups will be strengthened. Despite their many differences, you will be impressed by how alike students are in their needs for affection, recognition, and security. To learn to look at their behavior in these terms and to be able to mold the methods and materials of instruction to meet their many needs and aspirations are two of the worthwhile achievements of teaching. Student teaching can do no more than start you on the road to the accomplishment of such goals.

As a home economics teacher, you will be particularly interested in the needs of students as they relate to home and family living and in the ways in which home economics instruction is adapted to meet these needs. Although the basic needs of students may vary little from one locality to another, their more immediate needs may vary considerably, depending upon such factors as whether the community in which they live is predominantly urban or rural, the kinds of occupations in which their families are engaged, whether mothers as well as fathers work, the mobility or permanency of residence, the ethnic or religious composition of the community, the economic levels at which people live, the kinds of equipment and facilities characteristic of their homes, and whether the majority of students marry soon after graduation, enter some kind of work, or are college bound. Every home economics teacher, in one way or another, takes these and other factors into consideration as she plans learning experiences. Two of the most interesting opportunities you will have in student teaching are discerning the kinds of learning experiences that will be most meaningful to your students, and planning in accordance with these experiences.

Over All Planning

Unless you enter your student teaching at the beginning of the year, or at the beginning of the semester, much of the over all planning probably will have been done. The fact that the situation you enter is an ongoing one, and that at best you see but a segment of the year's work, is one of the limitations of a student teaching experience. Nevertheless, over all planning is but a flexible framework within which teacher and students plan as the work progresses. Most student teaching situations offer some opportunities for cooperative planning with students on the problem basis and many opportunities in connection with day by day class activities. It will be of great importance for you to familiarize yourself as thoroughly as possible with the work that has preceded your coming and to be sure you understand how the

work that is being covered while you are there contributes to overall goals and fits into what will follow after you leave

Selection of Methods and Materials

Those aspects of planning that most excite the imagination and creativeness of some teachers have to do with the selection of the methods and materials of teaching. These may provide more than the usual amount of challenge when factors over which the teacher has little or no control threaten to limit her choices. In this category might fall periods that seem too short, classes that are extremely large, rooms that are equipped inadequately and arranged inefficiently, and budgets that restrict the resources needed for effective teaching. There are situations in which it is exceedingly difficult to create the informal atmosphere and to employ the individualized instruction and small group activity that have been so characteristic of home economics teaching. Every situation, however, requires some adaptation in the use of methods and materials. One of the most valuable things you may gain from your student teaching is to see how your supervising teacher works around, and often turns to advantage, such limitations as there may be in her particular situation. The numerous opportunities you will have to vary the use of methods and materials may well prove to be among the most interesting aspects of your student teaching experience.

Teaching and evaluation go hand in hand. Not all teachers see evaluation as a continuous and integral part of the teaching process, serving initially as the basis for setting goals, and subsequently, for measuring progress toward these goals. Evaluation must be concerned with appraising the total growth of the student and not only with the acquisition of knowledge and skills. This implies the need to employ a variety of techniques and procedures. There will be many opportunities for you in student teaching to learn more about evaluation and to experiment with evaluation procedures, both in relation to student learning and with respect to your own growth and development.

A STUDENT TEACHER'S EXPERIENCES

Thus far you have seen that student teaching is intended, as are your other college classes, to be a growth experience—one that will be

satisfying and worthwhile. The following is a description of an actual student teaching experience in a small, somewhat rural, midwestern community high school. Although your own student teaching experience may be very different in some ways, this description illustrates some of the kinds of opportunities for growth that may be possible in any student teaching experience. As you read it, you may wish to look for the kinds of opportunities in this situation of which the student teacher took advantage.

For some time I had looked forward to this my off-campus student teaching experience. From my friends who had already done their student teaching I had had glimpses into what this experience might be like. My teachers and classes in home economics education too, helped me visualize what I might expect. However, to be perfectly frank, I really did not know what to expect. I was eager to begin but there was a little place inside me full of questions, doubts, yes even fears. Questions like these kept creeping into my mind. Will it be fun? Will I be lonely? Will they like me? Will it be hard? Where will I live? And the big question, do I have the ability to teach?

No! I realize that no one can tell you exactly what your student teaching experience will be like, for each is as individual as the student teacher herself. In discussing student teaching with my friends I found that while we each had had an entirely different experience, we all had experienced some things in common. I would like to share with you some of the aspects of my student teaching, not because it was outstanding, but, rather, because it was typical.

I arrived in my student teaching community in the late afternoon. I was met on the walk by a small boy who accompanied me to the door of my new home. His mother greeted me and showed me my room. I was pleased because it looked comfortable and had a place where I could study. We visited while I unpacked and she told me where I might do my laundry, made suggestions of places to eat, gave me some ideas about what I might find interesting to do while in the community, and told me I could entertain my friends in the living room. I was already beginning to feel at home.

I went to school early that first morning. My supervising teacher met me and introduced me to the principal. He welcomed me to the teaching center and introduced me to other faculty members and students. With my supervising teacher, I went to the home economics room. Immediately I was made to feel I belonged for there was a special place just for me—a drawer for my materials, a packet containing schedules, special forms used by the school, and other helpful information. As students came into the room, I was introduced to each one. I found it hard to connect names and faces but each day it became easier.

During the first days I explored the home economics department, became familiar with the school program and found myself helping in a number of ways. As I helped students with projects, group work and reports and

jotted their ideas on the chalkboard during a class discussion, I realized that I was already involved in teaching. Helping members of the Future Homemakers of America plan a three dimensional bulletin board to describe the objectives of their organization, working with the Home Economics III class as they prepared for a nutrition unit which they were going to teach the first graders, and accompanying a student as he made arrangements for a resource person for the family living class offered many opportunities for getting to know my students better.

One of the things I enjoyed most was talking about the classes my supervising teacher taught. It was fun to help her plan lessons, observe her teaching and later discuss what happened and why. It also made it easier for me when we did the same thing with classes I taught.

One of my first responsibilities with students outside the home economics classes was the supervision of a small study hall. It was here that I first experienced the difference between the hum of industry and the chatter of idleness. I found I was called upon to answer questions about English, social studies, algebra, and aeronautics. Needless to say, I often did not have the answer.

The Future Homemakers of America chapter in this school plays an important part in the home economics program. Working with this organization was one of my most valuable student teaching experiences. I attended an initiation ceremony and a number of chapter meetings. Often, I met with the advisory council to help plan activities for our chapter. Attending a section meeting was a good way to learn what other schools were doing in their chapters.

I wrote my home economics teacher-educator at the college to keep her informed about my teaching. She visited us at regular intervals. With my supervising teacher, we discussed my progress. Together we looked at ways I might enrich my experience and discussed new methods and materials we could try. I described with her what I had done that was of particular interest. For example, I let her listen to a tape recording we had used with a family living class in analyzing one of the class discussions. I appreciated the bits of news about friends who were teaching in other centers and about what was taking place on campus.

My principal was very helpful in giving me any background information that might be necessary in order for me to understand the problems being discussed at faculty meetings. Occasionally he asked my opinion, and I felt that he really wanted it. For example, when we were using the norms from a statewide testing program he asked me to help interpret them, since I had recently had some study and experience with testing.

We encouraged students and adults to come into the home economics room for help. One of my students made an Easter dress during her free periods. She felt she needed help in cutting and fitting. Two other girls who were not taking home economics came in for help in altering dresses and skirts. It was quite common for adults to drop in during the day to discuss special problems they had in homemaking.

The home economics classes at the freshman and senior levels included

both boys and girls. Working in family groups in these and other home economics classes helped students learn to give and take ideas as one must do in a family. I tried out a variety of teaching methods and techniques. I felt the need for more experience in working with small children, so I made arrangements to participate in the kindergarten. This was of real assistance later on, when I began helping a class to plan for a playgroup in connection with a child development unit.

When the music teacher learned that my particular interest, in addition to home economics, was music, she asked me if I would like to play the piano for the glee-club practice. I also had the opportunity to work with the girls' ensemble, which was entering the district contest for the first time (I might add, they received a first-division rating!) In these small ways, I was able to contribute to another of the school's activities. I believe I would enjoy helping with some vocal work when I begin teaching next year.

Much effective teaching is done outside the classroom. All communities have valuable resources if we look for them. In a housing unit I taught, we visited several different types of homes in the community. I also took students to the locker plant to see a meat cutting demonstration. These activities not only improved my teaching, but helped me to know the community better.

I thoroughly enjoyed making home visits. Meeting my students and their families in their homes gave me a better understanding of them. I always received a warm welcome and sometimes refreshments. Before I made a visit, I asked if I might come. Sometimes I planned to be there when I knew the mother needed help with a suit, some slipcovers, or some remodeling. Of course, what is even better is to have a student invite you to the home, and this happened frequently in our department.

While I was student teaching, I had many conferences with students, some planned and some spontaneous. Usually we dealt with class projects, but sometimes students came for special help with a personal problem. I felt that through such conferences, I was able to help a few students whom I would not have been able to reach otherwise.

I found that demonstrating certain things saved energy and materials and utilized time more efficiently. Demonstrating flower arrangements enabled me to show all of the girls a number of art principles with the few flowers that were available to us. I used the demonstration method of teaching, because that was one method for which I felt I needed experience. Of course, I realize that students, too, gain competence through actual practice, so, as I gained confidence, I encouraged them to participate more and more in the demonstrations I gave.

Teaching adult classes was a great challenge to me. Our adults seemed to have a special interest in new equipment. With the help of the supervising teacher and a member of the adult advisory council, I planned a series of lessons on the use and care of small electrical equipment. We borrowed some of the equipment from the local utility company. I believe I learned as much teaching these classes as the adults did. My adults helped me to understand better the homemaking practices in the community, in turn,

I helped them to understand better the high school home economics program for they often commented on how much the program had changed since they were in school

Near the end of my student teaching experience, I had a conference with my supervising teacher, my college teacher-educator, and my principal. We discussed my experiences and the particular things I had gained from them. We also discussed ways in which the student teaching experience might be improved.

I thoroughly enjoyed my off-campus student teaching experience. I believe I have a good picture of what teaching home economics will be like. It seems to me that only by actually going into a new school and new community can you see a school situation as a whole. I saw how home economics fits into the total school program; it cannot be considered as a thing apart from the rest of the school and community. Teaching home economics has a wide range of possibilities in methods, techniques, resource materials, and subject matter. It is up to the student teacher to make her experience as broad and as meaningful as she can. You get from student teaching largely what you put into it. My student teaching experience has made me eager to begin my career in teaching home economics.*

What Was Gained from These Experiences?

For the student teacher in this story, student teaching offered many challenging opportunities that greatly strengthened her interest in teaching and her desire to teach. One of your major responsibilities as a teacher will be to help your students draw from their learning experiences some generalizations that will have meaning for them in new situations. Drawing generalizations is equivalent, in effect, to saying "What did I learn from this experience that will be applicable elsewhere?" As she thought back over her experience, this student teacher was able to pull from it some of the things she considered to be most important and why. Table 1 (page 18) shows a sample of what she did.

What the student teacher did in the illustration in Table 1 was to sort from her many experiences some from which she had derived new understandings that she recognized as meaningful for future teaching. We suggest that you try her technique in connection with some of your observations and other prestudent teaching experiences. Generalization, as used here, means to draw from an experience new

* Adapted from script written to accompany slides taken by a home economics student from Illinois State Normal University, during her student teaching experience.

TABLE 1

Generalizations Drawn from My Student Teaching Experiences

Some of the things I thought most important

I found it helpful to talk to student teachers who had already done their student teaching, to visit several student teaching centers, to talk with teachers, and to consider student teaching in education classes before I went out to teach

I appreciated the nice place I had to stay and the way the landlady and her small son greeted me the day I came. Also, everyone's friendliness at school and the efforts they all made to help me get acquainted, the special place Miss _____ provided for me to keep my things, and the many ways she and the students found for me to be of help while I was getting acquainted

I especially liked the way Miss _____ brought me up-to-date on what the classes had been doing before I came and the time we took to block out a tentative plan for nine weeks in the center, early in my teaching period.

I found it easier to plan and evaluate the lessons I taught because Miss _____ first let me help her plan and evaluate the lessons she taught.

The conference I had with my supervising teacher and the college teacher-educator in which we talked over my progress always gave me ideas for new things I could try, such as using the tape recorder with my family living class

I thought them important because:

Knowing what is expected of one makes it easier to adapt to a new situation.

It is important to feel that we belong

A feeling of security comes with a sense of direction.

We learn by doing.

Continuous evaluation of progress toward goals provides the basis for planning new goals

understandings that you have gained, or to reformulate old understandings that may have taken on new meanings or may have reflected a greater breadth of application. Later chapters contain further discussions about generalizations and the way in which they relate to learning. They are important in the teaching-learning process.

Summary

You might look also at the student teacher's story in terms of what it tells about the home economics teacher's job and about the home economics program. First, it indicates that the teacher may work in different ways with various age groups—at the elementary level, through play schools and in helping with special units, at the secondary level, in home and family living classes, and with adults, through formal classes and by giving help in informal ways. Next, the teacher may use a wide variety of resources, some of which are at hand within her own department and school while others are drawn from the community. Further, she may use a great variety of methods, both formal and informal—demonstrations, field trips, projects, bulletin (or tack) boards, conferences, group work, reports, discussions, tape recordings, play schools, home visitation, and resource persons. So that she may use these human and material resources wisely she finds it necessary to study her community, its homes and families.

In her planning, the home economics teacher enlists the cooperation of others—parents, students, and other community members. In addition to carrying on the activities of her own department, she contributes to the total school program. She works with student club groups such as the Future Homemakers of America. She may help with music or other all school activities if she has an interest in and the talent needed for such participation. She also takes part in professional activities of the faculty.

During your various prestudent teaching experiences and in student teaching, you will want to learn as much as you can about such things as how the teacher secures the information she needs about homes and families, the techniques she uses for identifying needs and interests, how she carries on cooperative planning, from what sources she secures teaching aids, and how she judges the effectiveness of her teaching. These constitute the know how of teaching.

As you will recall, the student teaching story described a home economics program in one type of situation—a community school in a somewhat rural area. One of your first major decisions relative to your

role as a teacher will be that of deciding where you would like to teach. The following chapter describes representative programs in other types of schools and communities and indicates how these programs vary.

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2

A LOOK AT TODAY'S HOME ECONOMICS PROGRAMS

In recent years, home economics education has become an established and integral part of the public schools in the United States. Boys and girls, men and women are recognizing increasingly that the complexity of living demands that they have some formal training if they are to solve the problems of family life with a greater degree of ease and satisfaction. Home economics education at all levels is dedicated to the task of helping individuals learn better those behavior patterns and skills that will enable them to fulfill effectively their roles as family members.

Families are not the same everywhere. They differ from one locale to another and even in the same area there may be wide variances in family values, patterns, and practices. A large measure of the success of teaching is dependent upon recognizing these basic differences among families. When such factors as actual home situations, existing family practices and values, and knowledge and abilities deemed important by young people and parents have been considered in developing a home economics program, that program becomes unique for the people it serves.

There are, however, many similarities among families. All are affected by social and economic changes. All persons grow, learn, and develop in much the same manner. All strive for fulfillment of the basic physical, social, and psychological needs. The application of knowledge concerning socio-economic trends, psychology of learning, and human growth and development gives all home economics programs, no matter where they are located, a commonness of purpose and procedure.

Each of us is a product of our experiences. We are who we are, and

we act as we do because we have been exposed to a particular set of behavior patterns—at home, at school, in our play groups as children, and in a variety of social and work situations as adults. Repeatedly you have noted that you seem to fit into and enjoy some situations more than others. Usually this is because the situation contains some elements of the familiar for you. Most of us operate with a greater degree of efficiency and satisfaction if we know what to expect in a given situation and what is expected of us.

TYPICAL HOME ECONOMICS PROGRAMS

The first and perhaps the most crucial decision you will make in your teaching career will be that of deciding *where* you will teach. In many ways your choice will color all other decisions you will make in teaching, for, in a sense it will determine *who* you will teach, *what* you will teach, and in most instances, *how* you will teach. Because you will need some basis for selecting the kind of position that best fits your expectations of the home economics teacher's job, this section contains descriptions of a few widely different, yet typical, home economics programs. Each description illustrates only part of the teacher's planning and activities in a typical day. As you begin to make decisions concerning what and how to teach, you may want to re-examine these descriptions to note how the particular situation patterned to some degree what and how each home economics teacher taught.

Midwest Consolidated School

Located a few miles from the outskirts of town, sprawled in what was once the middle of a cornfield, is Midwest Consolidated School. The teachers—commuters all—pull up outside the school at about 7:50 A.M., generally driving their own cars. They spend the next half-hour picking up mail and announcements from their boxes, exchanging greetings and plans with colleagues, and making last minute preparations for classes. Promptly at 8:20 A.M., just 10 minutes before classes are scheduled to begin, the familiar yellow school busses roll up to the side entrance, discharging the exuberant student population. From the neighboring towns come the "town kids"—a bit sleepy-eyed, having gulped a bit of breakfast and hopped the bus some twenty minutes earlier. From the outlying areas and the farms come others—some fortunate enough to have traveled only a short distance, while others

have been on the bus for nearly an hour. Jostling, laughing, exchanging the latest news about who's dating whom, planning the day's activities, and occasionally discussing their studies, they pour into the quiet building and scatter to their lockers.

At the end of the wide corridor, with its attractive display cases that are currently depicting career possibilities in home economics, is the attractive and functional all purpose home economics room. This is indeed a busy room, inhabited during the course of a day by a wide range of personalities—among them girls and boys in regularly scheduled classes, adults seeking information, teachers gathering for a meeting and a cup of tea, and students seeking some spot remover for an accidentally soiled shirt or ice-cubes for the physics laboratory.

In the few short minutes before the students arrive, the home economics teacher attempts to review the day's agenda. Today the "family living" class will be viewing a movie, it has arrived and been previewed, and the student operator has been contacted. The one detail the teacher must remember is to have the members of her Home Economics I class—who today are having a panel discussion with the parents—rearrange the room after the class so that the movie can be viewed more comfortably. The Home Economics II students will be in the unit kitchens for the preparation of their first meal today. Last night before she left school she ordered the groceries, but at the moment she is a bit apprehensive as to whether or not they will arrive in ample time for her class. What to do in case the groceries do not arrive in time will take some real thinking. School lunch menus for the week are due to be posted today—as yet, they have not been checked. If all goes well—that is, if study hall is really quiet for a change—she can get them checked during that period. She must try to think of some way to insure this needed quiet. Then there is the note from the principal that was in her box this morning, she will have to find a few moments during the day when they are both free to smooth out a few of the details concerning the curriculum meeting which is their joint responsibility. One thing has really been well planned and should follow through with relative simplicity—that is the cookie making laboratory for her eighth graders. They worked quite hard yesterday ironing out all the details, so today they may be sure that they will get all the cookies baked during their class period. The conference period today is to be devoted to an executive council meeting with the Future Homemakers. Tonight she plans to leave school as soon as possible, since she needs to get a few household tasks done before returning to school to help sell tickets at the basketball game. She hopes Mrs. G., Mary's mother,

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comes to the game as she is eager to talk with her about the progress Mary and she are making on the slipcovers that are a part of Mary's home experience. If all goes well and there are not too many interruptions during the day, the home economics teacher will be able to look back on her day with the realization that she has accomplished a good deal, and, to say the least, it will not have been a routinized day.

Farmville School

The hub of Farmville is the local school, the major educative, social, and political activities of the village and surrounding country side are centered in the school. At the moment there is considerable pride in the new elementary school annex that stands out in bold relief against the old two-story brick building. Throughout the community, people look forward to the time when they can remodel the high school so that it will be as bright, cheerful, and functional as the "new school."

Farmville's youth come to high school in their own used cars, on bicycles, by foot, and, in some cases, by means of car pools. Most of the teachers, a number of whom live in Farmville, reside within easy walking distance of the school.

Much activity is underway long before school begins. Students tend to come early, some are quite serious about getting extra help and participating in school activities, others come because they have nothing else to do. It is not unusual to schedule a student committee meeting or to participate in a ping pong tournament—all before classes start.

Mrs. Smith, the home economics teacher, arrived early on the scene this morning. The girls in her Home Economics I class are involved in a food preservation unit. Today they are working with peaches and are planning to get their learning experience by freezing a half bushel of home-grown peaches. Mrs. Smith wanted to be at school when the farmer's wife brought the fruit. While readying the room in preparation for the preservation laboratory, she chats with the farmer's wife about their joint responsibilities as part of the refreshment committee for the Parent Teacher Association. Jane, a girl whom she had in class last year, stops by to get some suggestions on the kind of interfacing she might use in a suit she is making. The biology teacher stops to remind Mrs. Smith that most of her sophomore girls will be gone for the day on a field trip he has planned. As she makes a mental note of her day's activities, her thoughts are organized something like this:

Home Economics I. We'll use the sugar pack method of preservation on the peaches. Will want girls to see possibilities of various containers available for freezing.

Freshman Sophomore Physical Education Field hockey. Will need to remind the girls to bring their blouses to the home economics room so they can be laundered after school.

Advanced Home Economics I need to work on some ways of keeping the class interesting and challenging for all the girls during this child-development unit. It is hard to gear the class to such an age range—the group has sophomore, junior, and senior girls. Remind the girls of Thursday night's PTA meeting since they have promised they will baby-sit that night for parents attending the meeting.

See the agriculture teacher during lunch and make final plans for our exchange unit.

Check with Jim, the junior class president, about plans for a class meeting.

Mrs. Smith can expect, during the day, to participate in many other activities which, in her morning mental joggings, she has not anticipated. These may include listening to a personal problem of a student who has come to her for help, "disciplining" a couple of boys who were scuffling in the hall, or replacing all her afternoon activities due to an unscheduled assembly.

Suburbia High

The last word in modern school construction, building scarcely finished but already overcrowded, curriculum a hot issue because families are highly mobile, both physically and socially—this is Suburbia High. By public transportation, in a station wagon, or under his own steam, the sophisticated and well-dressed teenager comes to school. The outside casual observer looks at him and notes that he is loaded with books because homework is a part of the school pattern, usually he displays the symbols of courtesy because this is a parent expectation, he acts somewhat bored and tends toward in-groupishness as a part of the peer code. The teachers of Suburbia High are highly trained—a large number of them have advanced degrees or are aspiring toward them. They are active community members, loyal and dedicated to the school organization, and they participate actively in in-service professional groups. Preschool and postschool workshops and teacher study groups are parts of the pattern.

The home economics teacher, upon arrival at school, goes to the home economics room. This is a large, all-purpose room, which can be divided by manifold doors into a series of rooms. Modern in decoration

and functional in purpose, it reflects the character of the home economics curriculum. At some time during his or her high school life, every single Suburbia teenager will have a class in this room, because home economics is a part of the general education program of the school.

The following telescoped scenes depict a typical day for one of the home economics teachers.

First Scene Common Learnings—Home Economics Block, Section 1

The first class is part of the "common learnings" program, designed by the school to help students acquire the knowledge, skills, understandings, and attitudes that are required by all in order to live together effectively as present and future citizens. This program is included in many secondary schools on a "block" basis—that is, two or more consecutive periods form a large block of time during which the students study personal, social, and community problems.

Today, thirty-five energetic ninth grade boys and girls are working in family groups—making plans for the supper they are going to prepare and serve. Decisions are being made concerning how much money can be spent from their total budget, choices of foods that meet nutritional needs yet are acceptable to the variety of likes and dislikes represented, and division of labor for shopping, cooking, serving, and cleanup. The process of arriving at an acceptable decision, although not formally analyzed, is being practiced as alternatives are first proposed and investigated, then rejected or accepted.

Second Scene Home Economics I, Section 2

The twenty-four sophomore girls are actively engaged in learning about some of the new fibers that are being used in their clothing. Through the reading of their textbooks, of articles in current professional and popular magazines, and of literature secured from manufacturers, the girls are discovering some of the reasons why certain laundering procedures are preferred. At home and at school they will try out some of these procedures as they care for their clothing.

Third Scene Home Economics II, Section 3

Twenty-two junior and senior girls are in the process of examining how much time it takes to perform some of the typical homemaking tasks. Today they are reporting to the whole class the results of some time studies they had carried on at home. Comparisons are being made concerning the length of time required by the various methods of dish-

washing to clean up the dishes after an average supper. The students will be challenged to recognize the importance of time norms.

Fourth Scene Family Living, Section 1

The senior boys and girls are evaluating yesterday's trip to a home for the aged. They are discussing the various ways in which senior citizens express their need for affection and security. The conclusions reached by these students reflect some insights into human behavior and a sense of social responsibility.

Scene 5 Common Learnings Committee Meeting

The teachers who are involved in teaching the common learnings core are meeting to discuss shifts in the block groups. Special progress and needs of individual groups are discussed and plans are made for the learning experiences of the students as they shift between the home economics music and typing blocks.

Sixth Scene Supper Meeting—Elementary Curriculum Consultant

Some ways of introducing home economics into the elementary school curriculum are examined. The home economics teacher offers to sit in on some curriculum meetings with the elementary teachers during the winter.

Seventh Scene Adult Class Registration

Tonight the home economics teacher is helping with the registration of adults in the adult home economics program that is offered several nights a week. Although in this case she is not responsible for the actual teaching, she does help to organize the classes and select competent instructors. On occasion, if she so desires, she may teach an adult class.

Metropolitan Junior High

Crowded playgrounds, the flow of city traffic, and the convergence of over a thousand energetic preteens—all identify the location of Metropolitan Junior High. Students and teachers generally walk to school or take a public conveyance. Transportation in private cars is unusual—the students are too young to drive and parking spaces are too limited for the teachers. Teachers are asked to arrive about a half hour before the students; they assume monitoring duties in halls and rooms as soon as the school is open to the students.

One year of home economics is required of all girls attending Metropolitan Junior High. There are several home economics teachers, each

works in a particular area, usually foods or clothing. Except for a chance meeting in the teacher's lounge, at the cafeteria, or at a planned committee meeting, contacts with other teachers are limited. During a large part of the day, the home economics teacher's realm of operation is her room. As an example of one teacher's day, some of the activities of a clothing teacher are described.

Period 1 Thirty seventh graders are each engaged in the construction of a simple skirt. The goal for the day is learning to mark and put in a hem. The teacher demonstrates the process, identifies the pages in the textbook where the procedure is discussed and photographed, and places a model of the completed process on a bulletin board. During the 55 minutes of class time she answers questions, checks progress, and sees to it that the class ends on time and with the room in readiness for the next group.

Periods 2, 3, and 4 A new group of girls. More skirts, similar problems, different demonstration—putting in a zipper.

Period 5 Twenty five ninth graders, whose goal for the day is selecting appropriate accessories for school wear. In small groups the girls are experimenting with putting together sweaters, colored scarves, necklaces, pins, and collars. In a few minutes each group will report its decision of the most appropriate combination and point out the principles they used in making their selections.

Period 6 Still another group of thirty girls. Same room, lesson similar to that for the fifth period class.

Period 7 Home room with forty seventh grade boys and girls. Attendance is taken. Home room chairman reads announcements and conducts business affairs of the day.

After school the home economics teacher meets with a student committee whose responsibility it is to set up appropriate standards of dress for boys and girls attending Metropolitan Junior High.

RELATION OF HOME ECONOMICS PROGRAMS TO SCHOOLS AND COMMUNITIES

The foregoing descriptions and the analysis which now follows are intended to help you see that despite many basic similarities, home

economics programs vary in different schools and with different communities. Although the names of the schools whose programs have been described are fictitious, the programs themselves are typical of home economics programs that do exist throughout the country. The characteristics of the Farmville School, Midwest Consolidated School, Suburbia High, and Metropolitan Junior High, like those of their respective communities, may be recognized in a number of places throughout the country.

You should become familiar with as many different programs as possible because the program in which you teach, and whether or not it meets your expectations, may mean the difference for you between satisfaction and dissatisfaction with teaching as a profession. The subject matter you teach, the personalities and characteristics of your students, the involvement of you as the teacher in the total school program, the variety or repetitiveness of the day's activities—these and other factors may influence in large measure your reaction to your job.

Furthermore, it is important for you to learn to look at the home economics program and the school in relation to the community in which they exist because the community exerts a very real influence on the way in which a program is organized so that it fulfills all the requirements based on the interests and needs of students in the classes, on the expectations of the parents, on the attitudes of others in the community with respect to home economics, and on the resources and facilities with which the teacher has to work.

As you look at the differences between the programs that have been described, you might try to analyze reasons for these differences. Some of the distinguishing features pertain to the nature of the school and the community while others are in terms of the teacher's job.

Nature of the School and Community

In analyzing the nature of rural and urban communities, you will notice the effects of certain basic facts: (1) Rural communities have proportionately more children to educate than do the larger, urban communities, (2) Frequently, incomes of the rural communities are inadequate to meet this extra burden, (3) Expenditures per student for capital outlay are higher in rural than in urban communities, (4) Urban communities have a more complicated task of trying to predict which of the many possible roles young people will assume as adults, (5) Urban communities are confronted with the task of trying to pro-

vide specialized curricula that will meet the widely varying needs of individuals and groups, and (6) Cooperation between the home and school is difficult to achieve, but is a necessary part of urban education

Rural and small communities

Farmville is typical of the rural and small town community, where the school is centrally located. Teachers and students live within easy walking distance, or they drive in from the surrounding countryside. Automobiles are available, since this means of transportation has, in recent years, come within the financial reach of families almost everywhere. Ten, 12, or 20 miles in any direction is another small town with another high school. Thus, circumscribed and with little possibility for further growth of the community through industry or new business, Farmville High has continued to operate with one or two hundred students and somewhat less than a dozen teachers. The population of the community has remained fairly stable. Increasing numbers of young people have drifted away upon graduation but this has been offset more recently by increases in the birth rate, which may, in turn, have brought some pressures to build an addition to the school or even a new school.

Most people in the community make their living either by farming or by working in some occupation allied to the farm, in small businesses providing goods and services for community members, or in the various professions. With increased mechanization the number of small farms has decreased, sometimes being absorbed by neighboring farms, occasionally by outside financial interests. Displaced owners have in some instances become tenants; others have become involved in allied services, become part time farmers and factory workers, or moved to other communities. On the surface, however, these changes are not very obvious. The population is relatively homogeneous. Newcomers are few and they are absorbed readily into the community. Although differences do exist in material assets and some distinctions are made with respect to social class, these are not marked. Contrasts, if any, between students who live in the country and those who live in town are negligible. They enjoy substantially the same advantages, and they vary little in the matter of appearance or in the interests they pursue.

Teachers, students and townspeople all know each other relatively well, and their lives touch each other at many points. They share many common interests and the school and its activities provide a common meeting ground. Civic groups frequently make use of school facilities, and the school, in turn, draws heavily upon the resources of the com-

munity and community members for assistance and support. Integration of home, school, and community activities is a part of the tradition.

In some rural and small town areas local citizens and educational leaders have recognized that, by pooling resources, programs might be expanded to provide richer and more varied instruction, better facilities, higher salaries for teachers, and increased educational opportunity for more people. In communities such as these, consolidation is taking place. The picture then shifts to become more like that presented by Midwest Consolidated High. There is likely to be a new school, larger and considerably better equipped than any one community might afford, with larger enrollments, more teachers, and a more diversified program. Often it is located in the open country as nearly central as possible to the two or more schools comprising the unit. The fleet of school busses shuttling back and forth tends to regulate the nature of the school program in rather specific ways. Activities, for example, which once were allocated to after school or evening hours have had to be worked into the regular school day or be eliminated. Teachers, who resided in the school community and participated actively in its affairs, may live some distance away and drive a number of miles to and from school each day. The teachers' time for preparation before the school day begins or after classes are over in the afternoon is limited as is their time for working with students outside of class on make up work or extra curricular activities.

For the most part, students from neighboring schools who have been brought together through consolidation, have learned, after a brief period for overcoming old rivalries and building new loyalties, to work together harmoniously. In some instances the school is less a center for community activities than it once was, although in others, the unification of school districts has been the means of extending community boundaries. Where divergent religious and ethnic groups or communities with strong self interest have been brought together, growth of understanding or a new appreciation of social and cultural differences sometimes have resulted.

Urban and suburban communities

Just as consolidation represents an innovation in the educational program for rural America, so Suburbia marks a new trend in its development in more densely populated and urban areas. Suburbia stands at the crossroads of town and country. Land once rural has been absorbed by rapidly expanding urban populations. In some cases Suburbia's population is composed of a heterogeneous mixture of farmer turned factory-

worker, city dweller in search of fresh air and a small plot of ground to call his own, and the ever present newcomer Or, Suburbia may be surprisingly homogeneous—a completely new community, specifically designed as its housing will clearly indicate, to meet the needs of a particular economic and social group They may, for example, be primarily the workers of one or two outlying plants Or the community may be somewhat higher on the economic scale, composed of the junior executives who are an important link in the rapidly expanding chain of industrial enterprises

The school is one of the factors providing cohesiveness in this fast-growing community Even if it is a new school, it may already have proven inadequate Or, as it stands, it may represent but one unit in a master plan designed to provide for expansion as the population inevitably increases

In some suburban communities, families are predominantly young, highly transient, and upwardly mobile Many find themselves enmeshed in a pattern of living that is fraught with insecurities, not the least of which involves the shouldering of civic responsibilities for which they are ill prepared Furthermore, they find themselves almost totally without the counsel of more mature adults who, in older and more established communities, are likely to assume such responsibilities

Providing adequate schools for rapidly increasing numbers constitutes one of the most challenging of their responsibilities as citizens Likewise, they have great concern as parents—partly, as some sociological studies would seem to indicate, because they recognize education as the avenue of their own upward mobility and want to assure their children of the same opportunity, or because, in such institutions as the school and the church, they identify the stabilizing influences they seek for themselves and their children As a consequence, matters pertaining to the school often become important issues and men and women alike demand an active role in decisions concerning school affairs

Teachers in a community such as this face a constant challenge Because traditional and well established patterns are lacking, the conflicting points of view of the various groups that are jockeying for civic and social control make the establishment of consistent school policy difficult The continuous financial pressure needed to provide additional facilities for rapidly expanding school populations places faculty as well as the administration and those otherwise responsible for the conduct of the school, in a vulnerable position with respect to public

attitudes Teachers are expected to be progressive in their methods but, at the same time, to adhere to the basic fundamentals and to *instill* in students time honored virtues Even the environment provided for teaching—classrooms with flexible furnishings, snack bars solariums, family living centers and the like—carries with it a challenge to new methods and a new philosophy of education

Another of the distinctive types of school situations in which you, as a beginning home economics teacher, may find yourself today is represented by the word sketch of Metropolitan Junior High At one time, teaching positions in city schools were not open to the beginner but, as the critical shortage of teachers has developed, younger people who hold degrees but have had little or no experience have been employed increasingly In some cities, positions are more likely to be open at the junior high than at the senior high school level For teachers with distinctly rural and small town backgrounds, the typical city school with its large numbers of students, diverse racial and ethnic groups, routinized procedures and more or less impersonal atmosphere, represents a distinct change—one for which they need to be prepared if such is the locality in which they wish to teach Of course, the reverse is true also—a teacher from an urban background must be prepared to make adjustments for living and teaching in a small community

If the city is industrial and supports a number of businesses and professions as well, the homes from which students come vary as to social and economic level and in the attitude of families toward the school and toward education Leadership in matters pertaining to the school frequently rests in the hands of those who determine policies in relation to the community affairs generally Traditionally, individuals representative of the upper and middle social and economic classes have assumed such leadership and exercised such control consequently value patterns of these socio-economic classes have tended to be dominant Studies have shown, moreover, that the expectations of the community are such that teachers tend to bold and teach the same value patterns In cities where the influx of persons with diverse backgrounds and values has been unusually large, however, the stability of old and established patterns has at times been severely threatened, and conflict situations within the school or among those determining school policy have arisen

In many cities, the building of schools has not kept pace with rapidly expanding populations, and schools are overcrowded With increasing numbers of units, more formally organized patterns of administrative control have become necessary Procedures have become more rou-

tunized, and there may be less opportunity for individualization. Within the schools larger numbers of teachers and students may mean less opportunity for close personal contacts. Teaching loads may be such that teachers have time for little more than their immediate teaching responsibilities. Association with other teachers may be limited to those whose work is directly related to those whose rooms are in close proximity, or to those who share the same lunch period or monitoring duties. Furthermore, once outside the school, teachers' interests may prove so diverse and their paths lead in such widely separated directions that they seldom converge.

Teachers and students may find it equally difficult to know each other well, especially if classes are large and there is little opportunity beyond the classroom for them to work together. Contacts between teachers and parents may be almost nonexistent. The teacher in the urban school has less opportunity for visiting students' homes and, as a rule, the school does not serve as a center for community functions as it does in rural and small town areas. PTA meetings or Open House programs probably afford the best opportunities for teachers to meet parents, but, unfortunately, many parents do not attend these events when they are held.

Role of the Home Economics Teacher

Having looked at ways in which these schools and communities differ, we shall look next at ways in which the home economics teacher's job differs in schools such as Farmville School, Midwest Consolidated, Suburbia High, and Metropolitan Junior High.

Teaching program

One of the things that may have occurred to you as you read the descriptions is that in small schools like Farmville your schedule might include subjects other than home economics such as general science, social studies, girls' physical education, or English. This is important to some teachers and may be a factor which you will want to consider in deciding where to teach. While home economics teachers in consolidated, suburban, and city schools may teach subjects other than home economics, larger enrollments mean more potential entrants for home economics classes so that the school may require a home economics teacher who teaches no other subjects. But even in a large school enrollment in home economics may fluctuate from year to year and thereby provide occasional opportunity for a home economics

teacher to teach another subject. You may, as a student, already have given some thought to this matter of teaching in a second field since certification laws in most states require college preparation for such teaching.

In many small schools, such as Farmville, practically all of the girls in school, and even some of the boys, take home economics. In this situation, the teacher may give her full time to teaching home economics classes. Where double periods are allocated to the classes, as is sometimes done, she will have time for little more than one, or at the most two, classes beyond the basic courses for Home Economics I and II. In vocational home economics programs, which are supported in part by Federal and State aid, in addition to local funds, only the home economics classes can be reimbursed. Therefore, the teacher is likely to devote full time to home economics.

The supervision of a study hall may be one of the responsibilities of the home economics teacher in the smaller school. Or, she may be asked to take charge of the school lunch program—supervising the planning of menus, the buying of food, keeping of accounts, and the preparation and serving of meals. Often, her responsibility is only one of general supervision, and the actual operation is left to several experienced and competent women in the community who serve as cooks.

Contacts may extend into the elementary school where the home economics teacher may serve as consultant to the teachers as they plan simple nutrition units, or where she may supervise high school home economics students who assist the elementary teachers with such units. A home economics teacher may give demonstrations or provide simple laboratory lessons for the children.

At the adult level, there may be formal classes for the women in the community or for both men and women, if such topics as family finance or child development are chosen. Although the home economics teacher may not choose to teach these classes herself, she can help to make the necessary arrangements to provide them as a part of the home economics program in the community and give them general supervision. Many other contacts with adults will, of course, come about informally, as the teacher works with the parents of her students, as parents are invited to the department for special occasions, and as parents are brought in as resource persons in connection with class activities.

There are, on the other hand, teachers who would much prefer to confine their activities, as far as possible, to regular classroom teaching, concentrating their attention on such responsibilities as may be directly

related to their own area. Home economics programs in larger schools are more likely to permit this kind of concentration than are those in small schools. Classes may be large and scheduled in such close succession throughout the day that there is little time for participation in other types of school activities. In addition, large enrollments may justify the hiring of persons who are qualified by professional education to supervise special activities. Under these circumstances, the home economics teacher's contacts with students outside of regular classes may be limited to hall duty or home rooms, if such are part of the school pattern.

If there are several teachers in the home economics department, one teacher may give full time to working at but one level or in one subject area. For example, she may have all ninth grade sections, or, she may do all of her teaching in one aspect of home economics, such as the foods and nutrition program. Organization of courses along subject matter lines is quite characteristic of the high school program in metropolitan areas, whereas in the smaller schools, and in those that are reimbursed with vocational education funds, courses are more likely to be comprehensive in nature, giving attention to all aspects of home economics.

Boys are being brought into the program more generally at the junior high than at the senior high level in city schools. There is an increasing number of mixed classes for boys and girls at the seventh and eighth grade levels. Somewhat less frequently does one find schools offering separate classes for boys or family living classes for boys and girls together at the upper class levels. The 1960 Golden Anniversary White House Conference for Children and Youth, however, recommended that increased attention be given to family life education at the secondary level. Integrating her work with the elementary program may also prove difficult for the teacher in the city school, since elementary schools are often quite widely separated from secondary school buildings. Although adult classes may be offered regularly, special teachers are often employed to teach them, so that there may be little or no connection between these classes and the day school program. Home visitation and parent conferences are often handled by persons especially delegated to those responsibilities, rather than by regular classroom teachers.

In many respects the home economics program in schools such as Midwest Consolidated is similar to that of the rural, small town school, except that, in a school with a larger enrollment, the job may be shared with a second teacher. The builders of new schools frequently provide

facilities for two teachers, anticipating an expansion of the program even though at the time there may be but one teacher. In such cases, two all purpose rooms, designed to accommodate the teaching of all areas of home economics, may be provided or one room may be equipped for teaching such phases as food preparation, nutrition, management, and laundering, and the other for teaching such aspects as clothing, home furnishings, child development, and family relationships. If there are two teachers in the school, teaching responsibilities may be divided along similar lines. The extent to which there will be opportunities for working with teachers and children at the elementary level, for bringing boys into the program, and for providing instruction for adults, may depend somewhat upon how readily such groups may be brought into the program, as well as upon how broadly the teacher interprets home economics and the functions it may serve in that particular school and community.

In many sections of the country, the consolidated and the rural, small town schools are those most likely to have vocational home economics programs. In such programs teachers regularly allocate a portion of their time to home visitation, to related home and community experiences growing out of classroom instruction, and to the programs of the Future Homemakers of America or of New Homemakers of America.¹

This does not mean, of course, that all such schools have vocational home economics programs, or that vocational programs are not to be found in suburban and metropolitan high schools. Nor does it mean that vocational programs are the only ones enriched through home visitation, related home and community experiences, and Future and New Homemakers of America programs. Although these may not be formally organized parts of the program, every home economics teacher should find ways to acquaint herself with the homes and families of the community, so that she can better adapt her instruction to the particular needs of those with whom she works, and can, in every way possible, relate what is taught to the various activities of everyday home and community living.

Except in city schools, the 2-year program, Home Economics I and

¹ For further discussion of vocational home economics programs see *Administration of Vocational Education*. Vocational Education Bulletin Number 1, General Series Number 1. Washington, D.C. U.S. Department of Health, Education and Welfare, Office of Education. Revised 1958. Also see Maude Williamson and Mary S. Lyle, *Homemaking Education in the High School*. New York: Appleton-Century-Crofts, 1954. pp. 50-63.

II generally comprises the basic instruction in home economics. Three and 4 years may be required of students who have selected home economics as a major area, the fourth year course is sometimes a class that is offered for both boys and girls, and is largely nonlaboratory in nature. Where there is more than one teacher in the department there will probably be several sections of Home Economics I and II. Home Economics III and IV may be offered in alternate years if enrollments are too small to justify offering both classes each year. Enrichments to the program in the form of junior high offerings, and adult classes vary from school to school.

The home economics teacher's job in Suburbia is, in some instances, like that of the teacher in a more rural, consolidated school, while in others it more nearly resembles that of the teacher in a city school. Whether Suburbia represents the expansion of an older and established community or is a completely new development will probably be reflected in the school program. If it is the latter, teachers are very likely to find themselves involved in trying out a variety of forward looking ideas and procedures. A part of the home economics teacher's time, for example, may be devoted to participating in a core or common learning program where she will have a chance to adapt home economics instruction to meet the needs of general education. More than the usual amount of attention may be given, in this type of school, to experimentation with organization, new approaches, and variety in teaching methods. Although part of her program may be carried on in a more or less traditional manner, the home economics teacher will need to be experimental in her approach and continuously alert to the need for keeping her program in accord with the times. When home economics is interpreted narrowly, in terms of a few of the specialized skills of homemaking, which are rapidly diminishing in importance, it is out of date anywhere, but is particularly so in communities that reflect rapidly changing social and technological conditions, as do the new suburban developments.

Extracurricular responsibilities

Some teachers have full time home economics positions, and have interests in music activities, sports, dramatics, art, and/or writing, as well. These teachers find outlets for their additional interests by working in the extracurricular program of the school—with the chorus group, with the intramural volleyball and basketball teams, with the student government organization, helping coach a play, planning costumes, or supervising the school paper or yearbook. In small schools,

such as the one in Farmville, most of the teachers help with school activities in one way or another, if these are part of the school program

Involvement in activities outside their own departments, and working with students other than those in their own classes attracts many teachers to the profession. Teachers enjoy the environment, in the school as well as in the community, where they know everyone and can engage in a variety of activities. Their departments may be almost continually in use by different groups. Classes may include both boys and the girls—in mixed classes at the junior high level and in senior family living classes, in separate classes for boys, or in exchange units with classes in agriculture and industrial arts. There may be joint Future Farmer and Future Homemaker activities. Through serving as a class sponsor and otherwise helping with the extracurricular program, a home economics teacher may have opportunity to work with boys as well as girls.

In the large schools, where special teachers are available to direct the students in dramatics, music, and publications, the home economics teacher is likely to find herself engaged in activities that are more directly connected with her own teaching. She may, for example, be working in committee to develop objective examinations for home economics students that will be used in the entire home economics program. Other possible areas of activity for the home economics teacher in a large school are the televising of home economics programs and lessons, demonstration lessons for beginning teachers, and serving as a guidance counselor.

This chapter has presented an overview of home economics programs, and the ways in which they vary, depending on the nature of the school and community of which they are a part. Other factors, however, also influence the nature of the program. Very important among these factors is the teacher herself—her beliefs about home economics in general, what she sees as the function of the home economics program in her particular school and community, how she defines her role as a home economics teacher, and how she sees herself in relation to this role. The following chapters will help you to look at the role of the teacher in relation to the home economics program.

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PART II
NEEDS OF INDIVIDUALS
AND FAMILIES

3

KNOWING YOUR COMMUNITY

You can give realism to a home economics program if you are aware of the many components that go together to make up your particular teaching *community*. Communities exist because groups of people have chosen to establish homes in a particular area. Thus grouping came about because the area provided for them a means for making a living and rearing their families. It is here that they educate their children, house their families, and in varying degrees find their consumer, religious, health, and recreational needs met.

The community at large, but more particularly the subcommunity or neighborhood, exerts a considerable force in shaping the basic personality structure of individuals. It is here that those norms that become patterns of living for families take shape and are felt. As a home economics teacher whose major goal is to help families live more effectively, you are obligated to be aware of these various community forces and their influences. You must be familiar with information about community backgrounds, attitudes, industries, practices, and resources, if the home economics program in your school is to really function.

The teaching of home economics at any level is concerned with learnings relative to specific subject matter areas. These are feeding, clothing, and housing the family, managing of family resources in such a way that the family is able to achieve the way of life it wants within the limits of its resources, and the understanding of the growth, development, and relationships between and among family members. A keener understanding of those community forces that impinge upon individuals and their families will increase your ability to put over your subject matter in such a manner that it will "take."

REASONS FOR KNOWING YOUR COMMUNITY

The students the community, and the home economics teacher all benefit when the teacher takes a sincere interest in knowing her community. Among the reasons for understanding the community in which you teach are the following:

1. IF YOU KNOW YOUR COMMUNITY, YOU CAN MORE READILY ADAPT THE PROGRAM IN LIGHT OF COMMUNITY NEEDS. For example, a home economics teacher who knew that in her school community over 70 per cent of the young people between the ages of 14 and 20 were married and had established families would plan short courses on preparation for marriage. These sessions would be open to both boys and girls and would be offered to both freshmen and seniors. If the enrollment were limited to girls or to seniors many of the youth of that community might have been denied an educational opportunity. Knowing the above mentioned statistic would give the home economics teacher many cues for her teaching. Child development units could be placed in the curriculum at earlier times, money management units could be geared to planning for families soon to be a reality, housing could be viewed with an eye toward preparing the student who might be actually planning on a specific house choice.

Knowing the average number of family members as compared to the average number of rooms in the houses of a neighborhood or community can influence your way of teaching home furnishings management, and family relationships. The home economics teacher can for instance plan home furnishing activities so that they tie in with what exists in the community. Where families are large and houses are small, she might help girls to utilize better the space in the home so that it might serve many purposes more efficiently. Seeing the possibilities for using the kitchen as a place for eating, preparing food, entertaining, sleeping, and doing homework, and, at the same time having it attractive offers real challenges for teaching.

There is some evidence that when the learning experiences of students are closely related to practices in the home there is an increase in interest on the part of the students and they are made to feel that what they learn is practical for use in their own homes.¹ In a Michigan

¹ Mary Lee Hurt "A Study of the Effect on Attitude toward and Home Carry Over of Homemaking Education When Teaching Is Keyed to Lower and Middle Class Values and Practices" (As abstracted in *Journal of Home Economics* 48:198 March 1954)

school, one teacher attempted to build her classroom food preparation and serving units around the practices girls used at home. Little emphasis was given to the more formal ways of setting a table, or to the use of table linens, centerpieces, and the like. Instead, the girls practiced passing food along the table, they utilized disposable "linens", and learned to make centerpieces that consisted of food to be used in the meal—fruit, cake, etc. Special emphasis was given to foods for special celebrations—Thanksgiving, Christmas, birthdays—because, in the families from which her students came, these occasions were customarily celebrated by serving special foods, and by using the "best dishes and linens." At this point, however, the teacher should proceed with a bit of caution. Schools are not committed to maintaining the status quo. In this everchanging world, young people can be almost certain that the families or communities in which they will be living will not be just like the ones in which they were reared. Therefore, the school is committed also to introducing students to a variety of patterns of living so that they might make more intelligent choices as to modes of living. For this reason, this teacher in Michigan also planned activities where students prepared and served meals in a variety of ways, using different kinds of service, varieties of food, and varying table appointments. Hence, these girls were familiar with the ways in which people in different situations lived and they had a number of alternatives for decision making.

In one particular community, there was a great demand for the services of baby sitters among the teen age group, but there was concern on the part of parents who hired baby sitters about the way the sitters disciplined the children. Here, the home economics teacher based her child development units upon the objective of gaining a better understanding of youngsters. The members of the class used as their point of departure, the actual discipline problems they encountered. The ways in which baby sitters had handled discipline problems were analyzed, discussions were held as to other possible ways of handling the same discipline problems, and conclusions were reached regarding the consequences to the child of the different methods discussed. In this way some understanding of child development was brought into a problem situation.

2. KNOWING THE RESOURCES AVAILABLE TO YOU IN YOUR COMMUNITY WILL HELP YOU TO ENRICH THE LEARNING EXPERIENCES OF YOUR STUDENTS
There will be times when you can move your classes out of the schoolroom into the community. Trips to various housing areas, to social service agencies, to shopping centers, and to particular industrial loca-

tions will bring life to textbook readings and classroom discussions. A field trip to a credit bureau helped give one group some insights into the kinds of financial information gathered by a business organization about the families living in the community. Students were amazed to learn that an individual's pattern of paying for goods, his employment record, and the number of charge accounts he had were all part of a record—a record that tended to follow him from community to community!

It is also possible to move the community into the classroom, so to speak. Home economists from the utility companies, case workers from the social agencies, doctors, family lawyers, and the clergy—these and a host of others have information and knowledge that can add new dimensions to the learning of your students. One teacher invited to class a panel of home economists from business, education, and social agencies, in order to help her students get some perspective of the expectations of their jobs, thus opening new possibilities for careers in home economics. Another teacher brought in the local psychiatric social worker to help her group learn about the kinds of family problems that existed in this particular community. This first-hand information about the real problems families were facing in their own environment gave the students an impetus to preparation for solving or avoiding similar problems in their own lives. Meeting the various community resources in this manner helps young people to become sensitized to the world in which they live. As you use community resources, the students can identify your techniques for securing information and can utilize these methods for ferreting out information on their own. Needless to say, learning will make sense for it is no longer just "stuff" read in the textbook, but, rather, it becomes an observable part of real life.

In the larger communities, where a number of professional groups and personnel are available and eager to help in the schools, the teacher can call upon them for a number of services. These could include government workers who might explain the Social Security laws and benefits, economists with accurate information on economic trends as they affect the community, and sociologists who can vividly describe the social setting. The harassed teacher has available, merely by using the telephone, literature from health agencies, libraries, and industry. These helps serve the dual purpose of enriching classroom teaching and acquainting students with the resources of their community. This knowledge should serve them in good stead at the moment as well as

in the future when they will no longer belong to formal educational groups. Learning to be careful observers, to be able to analyze the printed word that presents a particularized point of view, to be able to seek out specific persons for help in special problems, to be able to go to authoritative sources for answers to questions are important learning experiences. Becoming involved in using the community while they are students prepares young people for mobilizing community forces to meet their problems when they reach adulthood.

3. RECOGNIZING SOME OF THE PREVAILING ATTITUDES AND PRACTICES OF A PARTICULAR COMMUNITY CAN MAKE THE TEACHER MORE ACCEPTING OF THE WAYS OF LIFE OF HER STUDENTS. Every community has a background and traditions that give it a special feeling and tone. Older communities have built a number of traditions which, to some degree, tend to be maintained and which may even influence many of the existing practices. Some of these influences are ethnic in origin, stemming from the nationalities and religious backgrounds of early settlers. At times these traditions create an undertone of resistance to change, on the other hand, they may build a local pride that serves as a valuable stability factor in the people of the town. Other communities young in relation to organization, often are composed of mobile, younger families who may visibly reflect an acceptance of change even to the point of making radical changes without thinking through long time consequences, hence building feelings of insecurity.

The ways families arrive at decisions, their attitudes toward the dual sharing of homemaking activities, their patterns of food preferences, and their child rearing practices, are often a reflection of the modes and mores of the community. A community does not usually institute a particular family living practice, nevertheless, because the community is composed of persons who share similar sentiments and who chose to settle in a particular area it then tends to reflect and perpetuate a way of life that is considered acceptable by those living there. Understanding this circular process of feedback, the observant teacher can begin to see the importance of the community and its influences. As she uses the community, and as her students, in turn, operate in the community, the real aims of her home economics program are realized. The pattern of life of a community is part of the experiential background of all of your students, if learning is to be achieved readily, the school and community need to reinforce one another.

It is difficult to know exactly why any specific community attitude

or pressure prevails since the existence of such attitudes and pressures result from and are perpetuated by a tangle of forces. These may be related to economic factors geographic location religious and ethnic mores and perhaps even to a historical or catastrophic happening. That communities do differ in attitudes and practices however, is undeniable. One of your responsibilities is to be aware, as much as possible of the kinds of attitudinal influences that are prevalent. This awareness can help you bring about the kinds of changes in behavior that you desire for you will be working with, rather than against, the tides that can either hinder or enhance the possibilities for learning.

Here are some illustrations of how being aware of community attitudes helped the home economics teacher become more accepting of the ways of life of her students.

Illustration 1 In one home economics class the teacher observed that, when her girls described the ways they disciplined their younger brothers and sisters they generally spoke in terms of the use of harsh talk, threats and often physical punishment. They tended to laugh at the ways suggested in their textbook readings and attested that those ways would not work with the children they knew. The teacher began to appreciate the feelings of her students after she learned a few things about the conditions in which they lived. The crowded living arrangements limited incomes and harassed parents who worked in noisy factory situations created atmospheres where loud talk and force achieved compliance in short order. The methods of disciplining that these girls understood were the methods that were used with them. With this bit of insight the teacher used a number of ways during the year of helping her girls to better understand why they acted as they did and to seek out and examine some alternate methods of behaving that might help them to be acceptable when living and working with others.

Illustration 2 The class was examining the costs of clothing for a family. One group made up of students who were concerned with planning for a low income family had spent the money it had allotted for clothing in a manner which the teacher thought was unwise. No allowance had been made for nightwear and the shoe allowance seemed inadequate for quality as well as number. At the same time the sum allowed for "first communion dress and shoes" seemed all out of proportion. When the teacher recognized that these students through the way they used their money were expressing the value

they placed upon some of the symbols of their religious faith, she was able to accept their way of behaving

Before a teacher can embark upon a home economics program geared toward improving, changing, and emphasizing homemaking practices, she needs to be cognizant of the attitudes and beliefs her students hold. When she has some understanding of what particular attitudes and beliefs mean to the persons holding them, she becomes more aware of the underlying values inherent in the practices she observes, and hence has some basis upon which to make intelligent decisions concerning her program.

4. RECOGNITION OF THE PREVAILING HOME PRACTICES CAN BE IMPORTANT IN HELPING YOU DETERMINE WHAT SHOULD BE TAUGHT IN SPECIFIC SUBJECT MATTER AREAS OF HOME ECONOMICS. Because the subject matter of home economics deals with experiences that, in varying degrees, are parts of the home living of all, students can readily detect whether or not the things they are learning will make sense in their lives outside of school. For this reason, you will want to be aware of the home practices that prevail in your community. The answers to the following and to similar questions will help. How much sewing is done at home? How much time does the family spend together as a group? Where in the home are family meals eaten? How much canning and preserving is done in the home? Who in the family is responsible for the preparation of food, for housekeeping, for shopping, for laundry? What kind of household appliances do most families possess? What you teach in your home economics classes will be determined partially by the answers you find to these questions. If you find that few families in your community do any home sewing and that a very small proportion of your students have sewing machines available to them in their homes, you might eliminate or greatly limit the amount of garment construction in your classes.

At the same time, schools are not obligated to perpetuate all existing home practices. In fact, schools might well supply the information and knowledge that could result in changes in home practice. A large measure of the success of teaching home economics should be observable in the actual changes that have raised the levels of living of families. Home economics classes ought to be the *avant-garde* for instigating changes within families that contribute to improved family living.

5. BEING AWARE OF THE POWER STRUCTURE IN THE COMMUNITY WILL

FACILITATE YOUR SUCCESS IN IMPLEMENTING AND INTERPRETING YOUR HOME ECONOMICS PROGRAM. Every community has persons who are considered by others in the community to be key individuals or leaders in particular areas. These people, because of special knowledge, position, or authority, exert a considerable amount of power or influence in particularized areas of the community. They can exert a definite influence on the kind of home economics program it is possible for you to achieve. In a large measure, this power structure tends to control, by direct or indirect means, what the school or segments of the school can do. This can be illustrated in the following way. The local school board members are a part of the power structure of the school. The administrative staff, and in some instances certain students also, are a part of this so-called power structure. If these people see home economics as an important subject matter area in the school, they will support the program both directly and indirectly. The school board may allow funds for effectively carrying out the program, the administrative staff may arrange schedules so that they are conducive to the free election of home economics by a large number of students, and the most popular students themselves may elect home economics. On the other hand, these power figures could, through direct or indirect methods, undermine the home economics program. Funds for classroom operation could be greatly curtailed, administrative staff could discourage the "better" students from enrolling in your classes, leaders of the student groups could indicate by action and word that home economics is a "snap," "for the birds," and "O K, if you're not college-bound."

Outside the school, other key community leaders may be influential in controlling the kind of home economics program you will have. These might include individuals who have special interests in home economics—such as extension personnel, leaders of women's groups, and parents of children in your school. If you know who these persons are, you can work with them in establishing the kind of program you desire. By working with them, you can more easily interpret home economics as you see it, and they, in turn, can help you to see their interpretation of your subject matter area. Implementation will be more possible when the program is understandable to them, when it meets their expectations, and when it, in a measure, reflects some of their basic beliefs.

Here is how one teacher successfully gained assistance from the key persons in her community when she initiated the adult home economics program. She invited a representative group of persons whom she had identified as being power leaders to serve as an advisory council. In this case the persons chosen were the president of the school board, the program chairman of both the junior and senior Women's Clubs, the county home demonstration agent, a mother of one student from each of her home economics classes, a representative from the women's groups of the local churches, and the school superintendent. She presented her idea for organizing adult home economics classes and, together with the group, explored the possibilities for such a program in the community. The advisory council members volunteered to survey their particular groups and friends to find out (1) if a need for such a program existed, (2) what areas of home economics could best be studied, and (3) the kind and number of persons who might be likely students of the adult program. In this instance, the advisory council was instrumental in organizing and planning a series of adult home economics classes. By word of mouth, by organized surveys, through newspaper writings, and, in a few cases, by coming to class themselves, they were directly responsible for the interpretation and implementation of that adult program.

When you are aware of just what the term "home economics" signifies to the influential persons in your community, you can operate with greater intelligence. If their ideas of what a home economics program should accomplish are similar to yours, you can move forward successfully to implement the kind of program you desire, if they hold ideas that are quite different from your own, you can take measures for more effectively interpreting the program to these people.

COMMUNITY DATA

As a beginning teacher, you will need to make specific plans for gathering information about the community in which you teach. Some school administrators prefer that you spend a few weeks prior to the opening of the school year becoming acquainted and established. In any event, you will find that your job is eased considerably and your program strengthened if you make the effort to become familiar with information that is pertinent and relative to adapting the home eco-

nomics program so that it is functional and realistic for your community. Not all information about a community is collected in one grand sweep before school opens. More likely, you will find that getting to know your community has no designated stopping point. A home economics teacher gathers and compiles information, interprets it, then continually makes adaptations in her program in light of her findings as long as she teaches. Because communities are dynamic, her information needs to be kept up to-date through continuous study—only in this way can a teacher prevent her teaching from being static and make it dynamic.

Where does a teacher start to gather data about communities? What does she look for concerning community attitudes and backgrounds? How does she compile quickly information about local resources? Is there a simple means for detecting community homemaking practices? How does she find out what needs to be emphasized in a particular community if family living is to be improved? Are there particular sources to be tapped when a teacher wants to identify key persons? Having available some alternative sources for finding answers to these questions will make it possible for you to compile pertinent data concerning your community no matter where it is located or what limitations of resources you may encounter.

Community Backgrounds and Traditions

As a new person in a community, you can learn a good deal about the background and prevalent traditions by doing some reading. Any local library will have material on the history of the county, township, or city. In this material, there will be such items of information as who the early settlers were, a bit about ethnic or religious backgrounds, and the establishments of business and industry. You can note the progress a community has made, its general trends, and many of the bases for its traditions as you delve into its past. The courthouse in many a small town or rural area has available considerable background information about the area—either in the printed word or as transmitted by word of mouth through the years by the “old timers” who have held county positions for years.

Interviewing older members of a community is a means for securing information on background and traditions. You may choose to interview some of the older community members personally as you become established and accepted, or you may ask your students to seek an

swers about the background and traditions of their home town. One teacher learned a good deal about the origins of wedding customs in her community by having her students interview their grandparents. Customs, which at first glance seemed to have no relationship to modern living, took on new meanings when she saw them through the eyes of older persons who had experienced the customs in a different setting. For instance, a wedding celebration of eating, dancing, and hilarity lasting several days appeared quite different when she understood the limitations of travel and communications of earlier days. Even though both travel and communication had changed in this particular community, the wedding celebration traditions, although slightly modified, had persisted.

A walking tour of various sections of a community will reveal much of its current background. If you are a discriminating observer, you can grasp a wealth of information by merely looking and listening. Note such factors as the kind and condition of houses, number and denomination of churches, and availability of social and educational facilities. One prospective teacher chose to take a walking tour of three distinctly different residential areas. Uppermost in her mind as she walked and observed was the question: How does living in this area affect the behavior of the youth who live here? She looked for such factors as kinds and sizes of dwellings, evidences of sanitation standards, size and condition of yards, symbols of material acquisitions such as automobiles, television sets, and outdoor play equipment, condition of streets and sidewalks, evidences of fire and police protection, and accessibility to schools, parks, shopping areas, and commercial recreation. Because she wanted to keep a record of her findings for future reference, she recorded her observations. A written account of some of her findings is included because it indicates what pertinent information a teacher can obtain through careful observation of various segments of a community.

Low Income October 14

This house (address noted) typifies, to me, low income housing. However, the neighborhood surrounding the house was not what I would consider a slum area.

It is possible that the children could play in the back yard, yet the equipment provided for the children was extremely meager—consisting of only a small tricycle and a swing, broken beyond repair. Several small boys were playing ball in the street and some little girls were walking their dolls along a crack ridden sidewalk.

The shingled house was tiny, and comprised about four or five rooms. There were screens on about a third of the windows. I saw at least three children who I surmised inhabited the house along with their parents.

The house and its equipment appeared to meet some of the needs of the children. Their clothes were not elegant but they looked clean and neat. The youngsters also appeared to be quite healthy as evidenced by their vitality in active play. The five empty milk bottles sitting on the front porch gave a clue as to a possible reason for their healthy appearance.

As far as I could tell the house appeared to have heating facilities and it was wired for electricity as I was able to distinguish a light in what appeared to be the kitchen. I am fairly certain that the lady of the house did not have an automatic washing machine or dryer. Although there were no clothes hung out there was a clothes line towards the rear of the house.

I believe it is safe to assume that the house was large enough to accommodate a small bathroom. At any rate I saw no outhouse.

Right next door to the house was a basement that had been converted into a Methodist Church. There were services for both English and Spanish speaking peoples according to the posted placard.

I saw a few signs of physical protection. Around one side of the house was a somewhat withered hedge. The tiny back yard was enclosed by a rickety fence. About a block down the street there was a fire hydrant.

In the past whenever the term "low income" was mentioned I immediately pictured a slum area complete with flophouses and scores of little children running around half naked. I can see now that my conception of low income housing was far too limited in scope. I understand now that people in low income brackets can be as respectable as those in the medium and high income brackets. It is just that their limited income prescribes what they can or cannot provide in the way of material possessions for their families.

Middle Income October 17

I chose this house because it looked to be one of the best kept houses on the block. The surrounding neighborhood was neat and kept in good condition although many of the houses were old.

Enclosing the back yard of the house were both a hedge and a small wire fence for protection. There were two tricycles in the driveway. In the back yard was a large gymnastic set complete with swings and a slide.

About two blocks from the house was the _____ elementary school. Annexed to the school and close to the medium income neighborhood was a very large fenced in playground.

The house itself was a clean white, wood shingle construction with freshly painted brown shutters door and porch. This house appeared to be very adequate for fulfilling the needs of children. Although it was difficult to estimate the number of people inhabiting the dwelling—probably four—the house looked roomy and comfortable. It appeared to have about seven rooms plus a basement and a single-car garage.

The house probably had central heating and was wired for electricity. Apparently the lady of the house had no dryer, as there were several lines of clothes hung in the back yard. The house was large enough to accommodate probably one and one-half bathrooms.

As far as protection goes, at the end of the block was a fire hydrant, and the entire back yard was fenced in.

Because my family belongs in the middle income group, I do not feel that the observations I have made have proved very startling to me. All of my life I have lived with and associated with people from the medium-income bracket. Therefore, it was difficult for me to be as objective in my observations of this group.

High Income October 20

The house I observed was one of the largest homes in the area and was typical of high-income housing. Obviously the surrounding neighborhood was extremely well kept, although not all of the houses were so large. However, they were not bunched in together as were the houses in the medium and especially the low income groups.

Although the back yard was very large, I could not see any play equipment for the children. I decided that there was probably a recreation or playroom inside the house.

It is safe to assume that the house supplied all of the living needs of the children who inhabited it. Looking through a large bay window in the front of the house I could distinguish a vast library.

The house was of red brick, with white shutters and trimming. The lawn was painstakingly landscaped, as evidenced by the trees, shrubs, and flowers of various kinds surrounding the house. There were at least nine or ten rooms plus a basement or recreation room and a two-car garage.

Obviously the house had heating and lighting. Probably the laundry facilities—automatic washer and dryer—were located in the basement. There was no clothes line in the back yard. The house appeared large enough to accommodate three bathrooms.

In the middle-income neighborhood there appeared to be more signs of outward physical protection, such as fences and fire hydrants. And yet in the high income area none of these signs was outwardly visible—except for the screened in porch on many of the homes. However, these houses are located on quiet, less frequently traveled streets, and probably the need for fences is not essential. Also, most of the homes have special areas within where the children can play safely.

While observing the middle income group, I noticed many children playing together in groups and mothers standing around chatting back and forth. I saw no evidences of this in the high income neighborhood. The children played individually—each in his own yard.

The writings of this prospective teacher are obviously circumscribed by her perspective, experience, and knowledge. However, they do at

teacher might adapt the way she teaches money management to her students? Just as she needed information for adapting money management teachings, so will she need information when she adapts other home economics units. Simple surveys to reveal clothing practices, foods prepared and eaten, kinds of household equipment owned, ways families use time, and knowledge of other home practices will be helpful to a teacher.

Developing a keen ability to listen will also be valuable in identifying practices that exist in your community. The questions and comments your students make in class are often keys to existing practices. What home economics teacher is not continuously informed "My mother does it"? Rather than become irritated at comparisons made between what is practiced at home and what is done in the classroom, the wise teacher capitalizes on this information to help bridge the gap between home and school for her students. At the same time she increases the opportunities for all of her students to learn.

This technique is highlighted in the following observation of one student teacher. The student teacher was showing a filmstrip which depicted the importance of timing wash loads when using nonautomatic laundry equipment. The students insisted that the time periods suggested by the filmstrip were much too short, since their mothers "let the clothes run in the washer at least one half hour." In her attempt to explain why timing was important, this student teacher learned much about the laundry practices prevalent in that community: the kinds of clothes that were washed, frequency of washdays, kinds of detergents used, location of laundry areas, and temperature of water used. After that class, the student teacher modified the teaching of the rest of the laundry unit in an effort to help the class to conduct simple experiments on laundering in order to arrive at principles that would help them solve laundering problems intelligently and efficiently.

Besides a sharp ear, a discerning eye will also be an aid in detecting community practices. In your daily round of living in the community, you can learn much about prevailing community practices by observing purposefully what others are doing. What kinds of things do people load into their grocery carts? Who does the family shopping? Do you notice people using charge plates more frequently than cash in the department stores? Are the parks filled with whole families picnicking during nice weather, or are parks rarely used except by the very old or very young? Merely watching from an automobile in the shopping area on a Saturday afternoon will reveal a number of family practices to the discerning teacher!

Community Resources

Much of the information concerning what community resources are available to you can be found by consulting the telephone directory. Here are listed the locations of churches, of social and health agencies, of industries, of business organizations, and the like. By merely being cognizant of the data presented in the telephone directory, you can secure a fairly accurate knowledge of the many resources that will enrich your teaching.

One of the most helpful sources for securing accurate information concerning a particular community is the census. Some time spent in reading and interpreting data from the census is one of the most helpful means you have for securing pertinent information for adapting your classroom teaching to the local community. Census statistics include population data on such facts as the number of persons of varying ages in a particular area, number and sizes of families, proportion of white and nonwhite persons, educational levels of various age groups, and the sources and amounts of incomes in the community. The housing census is full of information concerning the homes in a community: number of owners and renters, types of dwellings, number of rooms in dwellings, methods of heating, toilet facilities, number of telephones, television sets, radios, and household equipment, and the like. Going to census statistics as a first source of information about your community is one of the best ways of securing the kind of information you need for adapting your program to community needs.

By becoming familiar with the census data in her community, one home economics teacher learned in a few hours the important factors that would influence the ways she would teach about money management: average size of income, size and composition of families, location of families (rural farm, rural nonfarm, and urban), stage in the family life cycle, occupations of breadwinners, employment of homemakers, and educational levels of varying age groups. To trace down this information independently via observations, home visits, informal surveys, and personal contacts would have taken countless numbers of hours. The information so gleaned, in all probability, would not have been as accurate as that available in census compilations.

Identifying human community resources is a bit more difficult than casual listening and observing, or even the reading and interpreting of community census data. You can receive guidance in ferreting out those persons who will be most helpful, as classroom resources or as members of advisory and planning committees, from personal contacts and planning conferences with your administrator who, because of his

training and position, has had more experience and opportunity for knowing the key persons in a community. As you become more familiar with a community and its network of communication between and among the varying power structures, you will find it increasingly easier to identify and use the human resources available to you for vitalizing your home economics program.

COMPILATION AND USE OF COMMUNITY DATA

The many types of information about your community will take on significance as you begin to classify what you learn and to organize it in a manner that is meaningful for you. A simple guide sheet for compiling data can suggest the kinds of information that you desire as well as provide a quick, convenient form on which to indicate your findings. If your information is well organized and easy to use, you will find yourself referring to it many times when you are confronted with decisions about what to teach, at what grade level to include certain problems, and how to make your teaching realistic and interesting for your students.

Compiling Community Information

Some of the information that you secure about the community in which you teach you will choose to carry around "in your head," so to speak. Other information, to be most useful to you and to others in the planning and implementing of a home economics program, ought to be compiled, recorded, analyzed, and filed in such a manner that you can locate and use it with relative ease.

In the foregoing pages some of the possible sources of community information have been identified. The next task is that of compiling information in a workable form. Some teachers keep folders on community information. In these folders, they place summaries of their findings concerning community practices, local beliefs about home economics education, statistical information about population and families, and listing of key persons and other community resources. In some states, the departments of education provide forms for compiling community data. Some Ohio teachers, working alone or as parts of teacher teams, have used the following form for compiling information that is pertinent to the home economics program.

TABLE 2

Community Data Sheet *

For Use in High School Home Economics Programs

General

Name of school _____

Location of school _____

(town or city) (county) (state)

Enrollment of school elementary _____, junior high _____,
high school _____, total _____

Total number of pupils who live in town _____

Total number of pupils who live in country _____

Population of town or city _____

Community Background and Traditions

1 Ancestry of early settlers German _____ Swedish _____,
French _____, English _____, other _____

2 Ancestry of majority of present inhabitants _____

3 List any historical events which occurred in or near this locality _____
_____4 List any traditions which are observed by the community as a whole _____
_____5 List any traditions which are observed by minority groups _____
_____6 Does the observance of tradition in the community detract from the
progressiveness of the community as a whole? _____ If so, in what
way? _____
_____7 What is the attitude of the community as a whole toward change? _____

Community Industry

1 Occupations, types of	Percentage of population engaged in	Average income
Farming	_____	_____
Factory	_____	_____
Small Business	_____	_____
Office	_____	_____
Managerial	_____	_____
Other	_____	_____

* Adapted from teaching materials distributed by the Home Economics
Education Division, School of Home Economics, Ohio State University,
Columbus, Ohio

TABLE 2 (continued).

- 2 If farming is one of the major occupations, indicate the type of farming by placing a check mark in the correct blank. dairy _____, general _____, truck _____, stock and grain _____, others _____
- 3 If factory work forms a major occupation, list the kinds of factories located in the community _____

- 4 What percentage of mothers work outside the home? _____
- 5 What type of work do they do? _____

Influence of Nearby Cities upon Community

- 1 List any important cities within a radius of 50 miles, the distance to the city, and size _____

- 2 List the factories or other sources of employment available in these nearby cities _____

- 3 Estimate the percentage of people in the community who are engaged in employment outside the community _____
- 4 Resources in the community or in adjoining cities which will be of value to you as a teacher of home economics _____

Special factories

Laundries

Hospitals

Meat packing plant

Lawyers

Social Workers

Trained Home Economists

Health and Welfare Agencies

Radio and Television Stations

Others

Location

Shopping Facilities Available to the Community

- 1 Does the shopping district of the community take care of its needs, or do the people go to nearby communities for shopping? _____

2 Are the stores up to-date? _____

Grocery Stores

Names _____

Selection available _____

Department Stores

Names _____

Selection available _____

3 What percentage of the people buy from mail order houses? _____

Facilities for Educational Welfare

1 School (list names of schools of each type which are located in the community)

public _____

private _____

other _____

2 Adult education (check those available) evening classes _____, day classes _____, television classes _____

3 Educational centers (list names)

settlement houses (public) _____

settlement houses (private) _____

orphanages (public) _____

orphanages (private) _____

4 Churches (list names)

Protestant _____

Catholic _____

Jewish _____

other _____

5 Libraries (check types available) public _____, rental _____, other (describe) _____

6 Community clubs (list names)

civic _____

social _____

other _____

7 Other groups (check those that are active) Parent Teacher Association _____, Grange _____, Young Men's (or Women's) Christian Association _____, Young Men's (or Women's) Hebrew Association _____, 4-H Club _____, Camp Fire Girls _____, Girl Scouts _____, Boy Scouts _____, Women's Clubs _____

8 Museums (list names and indicate specialization, if any) _____

TABLE 2 (continued)

- 9 Is there a Farm Home Development program functioning in the community? Explain _____
- 10 Is there a home-demonstration agent? _____
- 11 To what extent does the community use the services of the Agricultural Extension Service? _____
12. Approximately how many of the community's high school graduates are now attending college? _____
- 13 Do the schools tend to be progressive or traditional? _____
- 14 Are the churches a strong influencing factor? _____
- 15 Is the community dominated by any religious group? _____
- 16 What is the community attitude toward education? _____

Facilities for Recreational Welfare

- 1 Parks (list number available) public _____, private _____
- 2 Playgrounds (list number available) supervised _____, unsupervised _____
- 3 Places for swimming (list number available) public _____, private _____
- 4 Tennis courts (list number available) public _____, private _____
- 5 Commercial recreational enterprises (list number of each available)
movies _____, dance halls _____, bowling alleys _____,
liquor-dispensing agencies _____, ball parks _____, skating rinks _____,
other types (list and describe) _____
- 6 To what extent does the community provide for recreation within the home? _____
- 7 Does the community approve of dancing? _____ Women smoking? _____
Social drinking? _____

Housing

- 1 Approximate per cent of families in community owning homes (check one) majority _____, some _____, none _____
- 2 Types of housing (fill in approximate per cent of each) one-family _____ two-family _____, trailer _____, multiple family _____, apartment _____, public-owned housing _____
- 3 Conveniences (list approximate per cent of homes equipped)
- a facilities electricity _____, natural gas _____, artificial gas _____, running water _____, bath _____, central heating _____, inside toilet _____
- b appliances television set _____, freezer _____, sewing machine _____, telephone _____, automobile (1) _____, (more than 1) _____, washing machine _____, dryer _____

4 Sanitation

- a garbage-disposal methods electrically operated disposal _____, collection _____, other methods (describe) _____
- b sewage disposal adequate _____, inadequate _____
- c water supply source _____, adequate _____, safe _____

Community Service

1 Local government

- a type mayor _____, city council _____, sheriff _____, marshall _____
- b functions of government In what way is provision made for social welfare? _____

2 Local services provided (check those available) police protection _____, fire department (regular or voluntary) _____, courts (permanent or circuit) _____

3 Food and-drug inspection

- a meat government inspected? _____ butchered at home? _____
- b milk pasteurized? _____ certified? _____ other? _____
- c restaurants properly inspected? _____
- d drugs inspected? _____ certified? _____
- e other _____

4 Health services number of doctors in locality _____, number of public health nurses _____, number of hospitals (public) _____, (private) _____ number of clinics (public) _____ (private) _____

5 Are there any health and sanitation regulations? (Explain briefly) _____

6 Does the community approve of quarantine and vaccination? _____

Transportation

- 1 Is the community accessible? _____
- 2 Main highways (number) north-south _____, east-west _____
- 3 Rail transport number of terminals in community _____, names of rail lines operating _____
- 4 Air transport number of airports within community _____ If none in community, how close is the nearest? _____ Names of airlines serving area _____
- 5 Bus transport number of bus terminals _____, names of bus lines _____
- 6 Local transport (check means available) school busses _____, taxi cabs _____

Communication

- 1 How many local daily newspapers? _____ weekly? _____
- 2 What out-of town newspapers are available? _____

TABLE 2 (continued)

- 3 Do most families subscribe to a daily newspaper? _____
- 4 Are current magazines found in the homes? Many _____, few _____, none _____
- 5 List per cent of homes having telephone _____, radio _____, television _____

Few home economics teachers have the time to compile all the information suggested on the community data sheet. However, every teacher has the responsibility for gathering the information that will have very direct bearing on her day to day teaching. She should add each year to the collection of community data and bring up-to-date those aspects of the data that shift as the community changes. If each teacher would see it as a part of her professional responsibility to add to the descriptive record of a community in a short while without a particular hardship on any one person each home economics department would have as a part of its teaching materials information that would be invaluable in helping make that program more functional.

USING COMMUNITY DATA

The collecting, organizing, and interpreting of data about a community are neither routine chores nor ends in themselves. They are dynamic tools for helping you to direct your home economics instructional program to the actual conditions that exist and at the same time to have available for yourself and others those facts that are pertinent to long time program planning and organization. Using community data in this manner helps make home economics realistic for the people it serves for it gives a base for predicting and directing change. In a large measure the gap between theory and practice, ideals of what ought to be taught and what is taught, is bridged.

Let us look at the ways in which a teacher might use intelligently the knowledge and information about a particular community as a sound basis for making decisions relative to the teaching of home economics. This involves a four step process: (1) identifying a particular community factor; (2) seeking out and identifying the facts concerning this factor; (3) interpreting these particular findings in relation to implications for the teaching of home economics in a particular school; and (4) adapting specific day to day home economics teaching to the implications.

Suppose one of the community factors you have identified is the number of high school graduates who had married within a year of graduation. The finding was that among the graduates of the last 5 years, 70 per cent had married within a year of graduation. One of the implications for the instructional program might be that advanced home economics instruction ought to prepare students for establishing and maintaining a home and family. In light of this fact, what could you, the home economics teacher, do in your day-to-day instructional program? Might you help your students recognize the kinds of problems they will be solving in a short while? Might you adapt each of the subject matter areas of home economics so that students might seek out and examine possible alternative solutions to these problems as they relate to their establishment of a family? One home economics teacher adapted her subject matter areas to this one finding in the following ways:

1. **MONEY MANAGEMENT.** Each girl who was engaged was assisted by the person whom she was going to marry in defining the long term as well as the more immediate goals they would like to achieve for their new family. These included such items as help husband finish his apprentice training, furnish our apartment, start a life insurance program, make a down payment on a house, buy a car, and see that we have an adequate diet and the right kind of medical care. Next, the students prepared net worth statements (listings of their assets, including human abilities, and listings of their liabilities) and made estimates of the amounts of money they would have for the following year. On the basis of their stated goals, and with the estimated incomes as the limitations, each girl worked out with her intended marriage partner a plan for spending for the following year. In order to be able to make sound decisions about the amounts of money to allot for various items, the class needed to acquire considerable information and knowledge. Independently, in small groups, in teams, and as a class, students investigated many aspects of the family financial plan—the cost of credit, how much food money would be needed to provide an adequate diet, the cost of home furnishings, ways of paying for goods, purposes and costs of insurance programs, and the like. Those in the class who were not planning to marry within the year made plans for the use of their money for the next year, some of them planned how they would manage the salaries they would earn on their first jobs, while others planned how to use their shares of the family dollars as they continued their education and remained economically dependent upon parents.

2. **FOODS AND NUTRITION.** The instructional program in this area was

geared toward helping the students with meal planning and preparation in relation to providing an adequate diet for two persons. Consideration was given to eating "out," both in relation to cost and as a means of providing some of the essentials of an adequate diet. Nutrition, as it was related to the mother and child in the prenatal period, was examined also.

3 CLOTHING. Clothing needs of a new husband and wife were discussed, and a survey was conducted among a selected group of newly married couples to find out what their clothing buying practices were during the first year of marriage. Building the clothing wardrobe prior to marriage, changing clothing buying practices, deciding how much and how to pay for clothing for the family—all of these are representative of the problems these students examined.

Can you identify how you might adapt a home economics instructional program in the areas of family relationships, home furnishings and housing, or other areas in light of the finding we have described? You may want to try your hand at identifying a factor in a particular community, ferreting out the finding relative to that factor, drawing an implication as it relates to a specific instructional area in home economics, and seeing what you might suggest as a means for adapting the day-to-day teaching in home economics. One college student found the following schematic outline helpful in doing this.

Community Factor	Related Finding	Implication for Instructional Program	Ways to Adapt Daily Teaching

All home economics teachers make decisions as to what and how they will do their daily classroom teaching. In this realm of decision making, they find that pertinent information about a community is an important factor in helping them to make an intelligent decision as to what and how to teach. Although home economics administrators, such as state and city supervisors or the local school administrators, generally make the decisions concerning the kind of home economics program that will exist in a particular school or community, the home economics teacher is usually in a position to assist in making some of the decisions concerning the long term program planning and organization. Whether decisions are made by administrators or home economics teachers, effective home economics programs will exist only if

some thought is given to specific community factors and their implications for home economics education in that particular school setting. Reviewing and analyzing the important findings relative to home economics education for a particular community is the first step to intelligent decision making in the organization and long term planning of a home economics education program. By using community data, teachers, school administrators, and advisory councils have a sound basis for organizing the instructional program in the schools, for determining the kind of home economics programs which would best serve youth beyond high school, and for establishing adult home economics education programs. For example, in one city it was found that over a hundred students, 14 years of age, had dropped out of school during the preceding year before they finished the seventh grade. Since most of these drop-outs were married, the school decided that some home economics instruction might be offered to pupils in grades 1 through 7, that a class for out of school young people might be organized, and that part time instruction on the half day basis might be made available to meet the needs of some of these young people. When the people responsible for making the decisions about the organization of home economics education in a community are cognizant of the community factors that have implication for that program, a more successful program can be planned, tax money can be spent more wisely, and families can be helped to meet their day to-day problems more effectively.

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4

KNOWING THE HOMES AND FAMILIES OF YOUR STUDENTS

From experiences in your own family, from observations in your home community, from contacts with the families of your friends, and from your readings and studies in home economics and related fields, you have come to recognize that there are differences as well as similarities in the way families think, feel, and act. These family characteristics are vital influences in the formation of every individual's basic personality structure. Differences in family background and training helped to mold the individual personalities you will meet and with whom you will work in your home economics classes. What people eat and how they eat it, what they wear, the houses in which they live and how they are furnished, their occupations, the amount of money they have and how they choose to spend it, the ways they rear their children, their entire repertoire of manners—all these mundane facts differ from family to family.

THE INFLUENCE OF FAMILY BACKGROUND ON HOME ECONOMICS STUDENTS

Each of your students comes to your home economics class with his own particular backlog of family experiences that helps him to see and interpret his class work in a somewhat different light than you or any of his classmates view it. To illustrate, one student may set a table for a class meal with confidence and security, approaching the task routinely and with no inner conflict as to whether what he is doing will be judged in terms of correct or incorrect. Another may be completely

insecure in the task, unfamiliar with the materials he is using and hesitant as to how to get help in solving his problem. Some students may look upon the job as unnecessary and a waste of effort, since their chief concern is to get on with the business of eating without the faldral of setting a table. Yet another may want to gain practice in setting a table in a variety of ways to suit a number of different occasions. The possible facets of a single learning situation for each student are innumerable and are dependent upon the individual's past and present experiences.

If you are to make home economics classes meaningful for your students, you will need to be concerned about understanding the homes and families from which your students come. You will find that what each individual learns in his family experience is basically similar. It is in the ways that the family teaches the individual what his world will be like, what and who he is, and what he must do to become a functioning member of his society that families differ. These differences and similarities exert an influential force in making every individual unique, yet very much like others, self directed, yet subject to the biases of his particular family environment. The many differences in the ways families live have become increasingly of concern to the home economics teacher whose purpose in teaching is to help individuals live more satisfying personal lives and to make worthwhile contributions to their present home as well as to sift out those values and practices that will become foundation stones when they establish their own future families.

The Working Mother

As you strive to make home economics classes fruitful for each individual, you will achieve some measure of success if you are aware of the conditions under which each particular family is living. If a large number of your class members represent families where both parents work outside the home, you may want to place some emphasis on helping your boys and girls see how they might assume a larger share of home responsibility. Practice in working within the time limitations that are present in the classroom situation can help them acquire skills in performing homemaking tasks in other situations where time is limited. These limitations which may, in the beginning, appear to stand in your way, can in reality become important aids for effective teaching. Shortcuts in food preparation and in accomplishing household tasks can be emphasized, so that values held important by the

family may be achieved rather than pushed into the background by routine household tasks.

At the same time, some students may see in the performance of the everyday homemaking tasks an opportunity to develop some fundamental family values. In today's home where many tasks are accomplished by mechanical devices, opportunities for developing a sense of worth, achievement, and responsibility become scarce. It is in the family setting where the means for mediating these values take on increased importance. Your home economics students can become aware of the many opportunities inherent in everyday household tasks for perpetuating important family values.¹

Family Size

The kinds and sizes of families from which your students come will loom important in helping to determine what to teach. For example, the girl who comes from a family where each member has a private or almost private room, is faced with different problems and concerns in a housing unit than the boy who represents a family where all members share a common bedroom. The families of your students may vary, too, in ethnic background, religious beliefs, patterns of right and wrong, numbers and ages of persons sharing a common abode, and in the responsibilities each member is expected to assume. A knowledge of these family factors will help you gear class activities to the lives of the boys and girls you teach.

Cultural Background

One teacher, who worked with Mexican boys and girls, thought it important that they learn to prepare the typical breakfast of fruit, egg, cereal, and beverage. Because she felt it important that these children find means of getting more milk in their diets, she stressed cooking cereal with milk. The children listened to her directions, watched her demonstration, and then proceeded to prepare their class breakfasts, but neglected to cook their cereal in milk. Distressed by what appeared to be a lack of learning, the teacher questioned the group as to why they were not following directions. They calmly explained that her method might be "all right for home economics class," but they didn't like cereals cooked in milk, and besides, they never used milk in that

¹ Dorothy Lee, *Freedom and Culture, A Spectrum Book*. New York: Prentice-Hall, 1959, pp. 27-38.

way at home because if they did, "no one would eat the food." Ethnic and religious family differences have a marked influence on family patterns of food consumption. An important fact to remember is that helping people meet basic nutritional requirements is more important than stressing particular kinds of foods or dishes to be prepared or preferred meal patterns.

Once you recognize that family factors are closely akin to the effectiveness of your teaching, you will find yourself besieged with questions concerning the means for learning, interpreting, and implementing these facts. You will raise such questions as: Are the differences in the ways of living of the families of my students as varied as they appear to be? What are the basic similarities and differences among the families of my students? What methods will be most helpful to me in discovering these similarities and differences? How can I use this information to make my home economics classes challenging for each person? The answers to these questions will give you a basic background for guiding student growth and development.

LEARNING TO RECOGNIZE AND UNDERSTAND THE WAYS FAMILIES LIVE

There are a number of ways of learning about the families of your boys and girls. These entail familiarity with existing records and first-hand contacts with families and homes as well as ardent study and an experimental attitude. The methods you choose will be determined by school practices that are established already, your personal beliefs and abilities, and the resources available to you.

School Records

One of the more accessible sources of family information for the home economics teacher is the material kept in school records. Most schools have some type of cumulative records in which can be found varying amounts and kinds of information about the family background of a particular boy or girl. Generally, the home address, the parents' names, the marital status of parents, the father's occupation, and the number of children in a family are recorded. From such information the home economics teacher can gain perspective as to the sizes and kinds of families from which her students come. The marital status of parents and the number of brothers and sisters, as well as the father's

occupation, provide her with insights into the common problems and concerns of an individual student.

Depending upon the number as well as the philosophy of guidance personnel within a school system, available school records may give more or less pertinent information concerning a student's family environment. Some records contain data concerning family income, religious beliefs, ethnic background, parents' educational levels, and other social information. Most home economics teachers find that they can save themselves much effort if they go to school records as first sources of family information. No amount of pertinent information, however, serves a practical purpose unless it is utilized intelligently. You may want to transfer the particular information you need from school records to your own home economics class records in a form that will be more directly usable to you. For example, you may want to allow space in an over all class profile for specific family data or you may wish to set up a card file or folder for each of your students. Utilizing records that are already available is a wise procedure from two stand-points: (1) it helps you in organizing and interpreting generally accepted information for your particular use in program planning, and (2) it avoids duplication of effort on the part of both students and teachers in gathering information. Few practices are more irritating to boys and girls than the duplicate gathering of the same information by a number of teachers.

Home Visits

Home economics teachers have long used home visits as one way of gaining insight into the ways families live—their problems, concerns, values, attitudes, beliefs, taboos, aspirations, and practices. Visiting the adolescent and his family in their home can help you secure a better understanding of an actual home situation. When you see that Mary's home expresses a standard of cleanliness markedly different from the standard accepted and practiced at school, you can understand better the dishwashing procedures she uses and make plans for helping her choose desirable and satisfying standards for herself. Learning to recognize the ways families live is easier to accomplish if good rapport exists between you and the families of your students. When families come to know, accept, and like you as a person, they are more likely to share with you their thinking, more willing to let you see them as they really are and more apt to seek your help in arriving at solutions to their common problems and concerns. Home

visits can provide an excellent means for helping you build this kind of rapport

Many of the class and home experiences that boys and girls choose to pursue make home visiting imperative for you for they necessitate your seeing, understanding, and participating in the experience on the "home front." For example, one of your students may want to help his family utilize better the working space in the home kitchen. You will need to see the actual kitchen arrangement and know something of the pattern of living of the family if your help is to be most effective. As the student, his family, and you work together in the home, an agreeable kitchen plan for that particular family can be evolved. Comparable results would be difficult to achieve without home visiting. Working with the student and his family at home gives them an opportunity to understand you better and to realize that you are a person who is interested in their problems and who has special training and abilities for helping them achieve the results they desire. Home visiting helps you become cognizant of the needs of an individual student as well as the limitations he faces in solving problems related to his family living. In this manner you become more effective in helping them to select, carry out, and evaluate class experiences so that they can function more efficiently in their particular home environment.

Few beginning teachers face the task of home visitation free of doubt and apprehension. Frequently they are confronted with questions concerning how to get into a home, whether or not parents and students will welcome them, what to do when making a visit, how to observe and interpret significant factors, how to share what they learn with other teachers, what items are pertinent and how to record them, and on what bases to make the crucial decision of whether or not a home visit is necessary. These doubts and apprehensions are normal whenever a person is confronted with a new situation or experience. Most concerns can be alleviated if (1) the solving of the problem is based on the process of thinking through a number of alternate solutions and arriving at the particular solution that will best meet the specific need, and (2) the solution arrived at is reasonably likely to be pleasant and successful. If you firmly believe that the actual visiting in the home of a student will give you insights and understandings you could achieve in no other manner, you will choose to make home visits. On the other hand, if circumstances limit the possibilities for home visitation, you will want to examine other means for approximating the same ends. Some of the alternatives may be to visit representative homes, to visit only those homes where there are students

who need help with special problems or to rely on the information gleaned from other school personnel i.e., the guidance counselor

No two teachers follow the same procedure for contacting and visiting homes. Having in mind a few basic cues helps you to make the experience professionally helpful and enlightening. Sharing with your boys and girls and their families the reasons for wanting to know more about them and their families can help them to accept your visit. When someone understands the reasons for an undertaking, he is apt to look at it with a more wholesome point of view than if he is uncertain as to the purpose of the endeavor.

Home economics teachers use a variety of techniques for letting parents in on their reasons for making home visits. One of the more common approaches is a letter to parents. One such letter follows.

Dear Mr. and Mrs. Doe

We are happy to have Marilyn as a member of our home economics class this semester. Probably she has shared with you some of the plans we have been discussing concerning our work for the year. Because home economics is so closely allied to the home, we feel that it is important that the work of the home and the school be linked if we are to achieve effective progress. We hope that Marilyn will have an opportunity to practice at home some of the learnings she acquires at school and of course we shall be eager to have her share with us the kinds of experiences she has at home.

Ideas and suggestions from parents are helpful to us in deciding what to emphasize in our teaching. We want you to get to know us and to see the environment in which your daughter is working. Won't you plan to visit our class at your convenience?

I make a practice of visiting with as many parents in their homes as is possible during the course of the year. I should like to visit in your home sometime during the next two weeks if it is convenient for you. May I suggest Monday, January 24 at 7:30 P.M. or Thursday, February 4 at 4:00 P.M.? You may telephone me at ED 2-2055 or ask Marilyn to tell me whether either of these times will be convenient.

Sincerely,

When actually visiting in the home, keep in mind common sense courtesies. Try to place yourself in the role of a family member and think how you would feel if a teacher were visiting in your home. One teacher who found home visiting particularly easy and helpful, carried with her this set of mental notes:

I. I need to have in mind a definite purpose for my visit. What do I really want to gain from this particular visit? Is there a special way that I can be of help to this family? Can I share with them a new bulletin, a bit of information about a new technique?

2 Did I inform the family of my coming? Am I arriving at an hour that is convenient to the family?

3 Be friendly and, above all, be a good listener. Realize that if you are truly interested in the family and show it, you can't lose.

4 Play the role of a team member, not the authority. Be neither a moralizer nor the "know it all specialist come to improve the family."

Although considerable emphasis has been given to discussing the actual visiting of the student's home, we need not assume that this method is the "best" or "preferred" way for every teacher to get to know homes and families. Sometimes, using this method is undesirable or impossible because of the large number of students enrolled in home economics classes, the heavy out of class responsibilities of teachers, the miles to be traveled, the number of mothers working, or the intangible personal attitudes of parents, teachers, or students toward home visiting. It is still essential, however, that you employ some technique for *knowing homes and families* if you expect to develop a realistic home economics program.

Informal Contacts with Families

Another means for getting to know families is to invite the parents of a particular group of students to school. This could be a formally arranged meeting, but, more commonly, teachers find it easier to operate in an informal atmosphere over coffee and cookies. As parents and teacher sit around in informal groups, they can share with one another what they are doing and planning for their children. The teacher has the opportunity to discuss the purposes of home economics, special class projects, home visitation, and various problems and ideas in a direct and informal manner. As parents and students begin to understand that it is necessary to know homes in order that the disparities between home and school not be too great, they are happy to share information usable to the teacher. More security, less tension, and fewer strains for all concerned result when the home and school operate as a team to bring the ideal patterns of school and the actual patterns of home practices nearer one another.

Planning sessions

Gaining parents' assistance in the planning and evaluating of the home economics program can give you cues for a better understanding

of families and their practices. Getting parents to come to the school takes careful planning, a friendly approach, and encouragement on your part, plus the established understanding of your students. If possible, hold the planning session at a time when both fathers and mothers can find it reasonably possible to attend. One teacher met and got to know a large number of the parents of her boys and girls when, after completing the first unit of work and prior to beginning a new block, she invited the parents to an informal coffee hour. This gave the parents a chance to discuss with the teacher and the students what they felt their children and their families had gained (or not gained) from what had transpired and to give their points of view on possibilities for future class activities. In one such an evaluating planning session the teacher learned that her emphasis might well have been given to helping boys as well as girls learn to make intelligent shopping decisions, since a good deal of the family food buying in those particular families was done by the men and the boys of the family.

Special school events

Special events sponsored by the school offer still more opportunities for becoming acquainted with the families of youth. Often whole families attend local athletic events, music affairs, or special home economics programs. Noting which parents attend and making an effort to talk with and get to know family members gives some insights into a student's family experiences. Seeing the whole family at a school function gives a live photograph of the family—the way each member looks and dresses, the span of ages in family members, and even more important, the actions which denote more loudly than words the family relationships. When you note that the father takes real responsibility in caring for Baby Sue's needs and that Jim, who always seems courteous at school, helps his mother with her wraps, you can understand better those family practices that have made Jim the kind of boy that he is. Many schools make a special effort to get parents into the school by scheduling regular conferences to which parents can come and discuss with teacher the student's progress. In some schools this is an open house affair during a week that gives special emphasis to education.

Classes for adults

The ingenious teacher avails herself of every opportunity for knowing families better. Working with parents in study groups or adult classes offers excellent opportunities. In an adult class on preparing

family meals, one teacher learned of the concern a group of mothers had about the dietary habits of their daughters, particularly in the area of weight reduction. The teacher was able to capitalize on the information given her by the mothers, she used it for budding food preparation units that were interesting to teenagers, yet met with the approval of anxious parents.

Resource persons

Asking qualified parents to come to school to help in the actual classroom teaching is another means for getting at similarities and differences in families. One teacher employed this technique in a number of situations. In a unit on child development, she brought parents in as panel members to give their points of view as parents of babysitters. In this manner, the teacher as well as her class learned that a baby sitter's parents have concerns about their children although they differ in degree from the concerns held by employers of baby sitters. Through such a panel the teacher can glean many of the mores of adolescent behavior as well as some of the points of conflict in those families where the pangs of economic and personal independence are first being suffered. On another occasion she invited a trio of Swedish women to demonstrate the making of traditional Christmas ludevisk. Utilizing parents and other family members in this manner can give a teacher many understandings of family celebrations and traditions, religious and ethnic backgrounds. Chapter 8 contains suggestions for the effective use of resource persons in home economics classes.

Casual community contacts

Casual contacts with parents and other family members of your students in the community offer still more avenues for knowing families. You can learn a great deal about family values and school expectations as you share in the cleanup after a community supper or assist with the Community Chest Drive. Often you will meet parents as you do your shopping, attend social functions or church services, and engage in your other daily rounds of community life. These unplanned, casual meetings can be utilized by the observant teacher. For example, such seemingly trite items as what the family loads into the shopping cart at the supermarket or who accompanies a youngster as he shops for clothing are cues for teaching home economics. Through one such casual contact, a teacher overheard and observed a mother and daughter make a decision on a dishwashing compound, the teacher

thereby learned that it might be important to some students to receive guidance and help in the wise purchase of cleaning supplies

News Items

Although face to face contacts may be more fruitful in giving cues to family living, indirect means may prove to be the most efficient ones open to the exceedingly busy teacher. Careful reading of the local newspaper can help you see many facets of a family's life—the tragedies, as depicted in illness, death, divorce, and disaster, the happinesses, as portrayed in births, marriages, parties, and social events, the accomplishments, as told in promotions, graduations, and honors. Knowing some of these factors at the right moment can help you turn a rather dull day into a rich, meaningful, teachable moment for a particular boy or girl. Such a red letter school day came about for one boy when his home economics teacher called the attention of the class to an item concerning family hobbies that featured a special "bucket basbecue pit" which the boy and his father had made for their family. It was with real pride that the boy was able to share with his classmates a project that he and his father had originated.

Student Writings

Many teachers have found it helpful to learn about families through student writings. Autobiographies and themes written by adolescents concerning their families—how they feel their home has influenced them—the desires and ambitions they believe parents hold for them, special family celebrations, kinds of home responsibilities, and feelings toward siblings and others sharing the family home, all are possibilities for acquiring family data. It was through such a device that one teacher learned that older members of families, such as grandparents, were resented by her boys and girls, hence, she made plans for helping them face this problem realistically and honestly.

Classroom Activities

Any teacher can learn about families by developing keen eyes and ears in the classroom. Specific kinds of activities may be planned to reveal pertinent information concerning family attitudes and problems. These include a variety of projective techniques such as free response writings and role playing. These techniques and their use are described in Chapters 8 and 10.

The home economics teacher has an unusual opportunity to gain insights into family practices by observing the ways boys and girls work in the home economics laboratory. The habits acquired at home speak for themselves in telling a student's family background story. The way one sets a table, how he goes about the job of preparing to work in the unit kitchen, the kinds of foods he chooses to prepare when he has a choice, how he gets along in his work group, and the ways in which he solves a problem as it arises—all of these provide the observant teacher with some insights from which she may begin to draw generalizations concerning an individual's family background. By the ways your students behave, by the things they say, by the references made to home and family, and by the actual sharing of family experiences, boys and girls present a living kaleidoscope of family events. The individual in your class is representative of his family's environment. When he comes to school, he brings the influence of his family with him.

COLLECTING AND INTERPRETING INFORMATION ABOUT HOMES AND FAMILIES

Several means available to you for gaining pertinent information concerning the homes and families of your boys and girls have been presented. This information can be useful to you only as you see its implications for improvement of your teaching of home economics. Few teachers have the time to originate their own devices for the collection of important family data, most teachers, however, can adapt existing instruments for their own use. On page 82 are two checklists for securing family information which you may find helpful. Each can be modified so that it can be utilized whether the information is secured as the result of a home visit or by the other, less direct means that have been discussed.

The checklist in Table 4 can serve as a mental guide as you make a home visit or as a kind of record after a home visit. Can you see how it might also be used or adapted for securing or recording information about a family one might see at an athletic event or other community function?

Some of the information desired on the above checklist can be gathered by actually visiting in a home, some can be collected from already existing school records, and some can be secured through a questionnaire which you may want to administer. Can you see how a walk or drive through a number of residential areas in your school

TABLE 3
Family Information

Student's name _____ Date _____

		Yes	No	Evidence
1 Did you feel welcome?	1			
2 Did the housing seem adequate for the family?	2			
3 Was the house in good repair?	3			
4 Were the surroundings clean?	4			
5 Did the furnishings show good care?	5			
6 Was the house clean and orderly?	6			
7 Do others besides the parents and children share the home?	7			
8 Were there evidences of a steady income?	8			
9 Did you see all members of the family?	9			
10 Did family members seem affectionate toward each other?	10			
11 Did the family members appear healthy?	11			
12 Did parents seem interested and co-operative about student's school work?	12			
13 Does student have a number of home responsibilities?	13			

TABLE 4
Knowing Homes and Families

Name of family _____ Address _____ Date _____

I Appearance of outside of house

size _____ large condition _____ good
 _____ medium _____ average
 _____ small _____ poor
 _____ apartment in regular apartment building
 _____ dwelling over store or connected with a business
 _____ makeshift housing such as boxcar etc.
 _____ trailer

II. Area lived in

- _____ very exclusive section of town
- _____ better suburb or apartment house area
- _____ good location on farm or "in country"
- _____ in strictly residential area, space for yard
- _____ average residential area, no deterioration evident
- _____ area beginning to deteriorate, business entering in
- _____ considerably run down area, no yard space, semi-slum
- _____ crowded, slum, streets and housing badly in need of repair

III. Furnishings of the home

- | | |
|---|--|
| _____ furnishings well selected | _____ running hot and cold water |
| _____ and conveniently arranged | _____ bath |
| _____ furniture and floor coverings in good condition | _____ central heating |
| _____ miscellaneous articles arranged to add to room attractiveness | _____ electric or gas range |
| _____ room appears clean and orderly | _____ closed kitchen storage space |
| _____ room appears bare and unused | _____ electric or gas refrigeration |
| _____ television | _____ home freezer |
| _____ radio and/or radio-phonograph | _____ laundry facilities |
| _____ piano | _____ dining room |
| _____ magazines | _____ dining area in living area |
| _____ books | _____ dining area in the kitchen |
| _____ newspapers | _____ sewing machine |
| _____ comfortable chairs | _____ sleeping areas in the living room or dining room |
| | _____ facilities for outdoor living |
| | _____ air conditioning |

IV. Personal appearance of members of the family

- _____ neat, clothing attractive and clean
- _____ careless in appearance
- _____ clothing dirty and in need of mending, pressing, etc

V. How family members get along with one another

- _____ related happy family experiences
- _____ related experiences that indicate family friction
- _____ attitudes of family friendly and pleasant
- _____ attitudes of family unfriendly and constrained

VI. Family's attitude toward home economics classes

- _____ strong beliefs and convictions about program
- _____ see home and school as cooperative team
- _____ indifferent toward home economics
- _____ unhappy about school situation
- _____ see home economics as unimportant

TABLE 4 (continued)

VII Home responsibilities student is expected to assume

- _____ large share of housekeeping duties
- _____ large share of child care duties
- _____ large share of food preparation duties
- _____ some financial responsibility
- _____ care and responsibility of personal belongings
- _____ little home responsibility
- _____ no home responsibility

community may give you some insights into the families from which your students come?

Information is helpful only to the extent that it is used. For the information to have optimum value, some kind of record must be kept. As teachers learn to keep and share records, the burden of record keeping for an individual teacher can be minimized. An important point that cannot be over emphasized is that the teachers should seek out and record only the information that has a direct bearing upon helping her adjust the home economics curriculum to her particular boys and girls. To glean information and not use it is wasteful of your effort, as well as professionally unethical. If the teacher exercises care in reporting what she sees, without making personal value judgments concerning homes and families, the information can be useful to other teachers who are also concerned with understanding the impact of family factors on a particular individual.

Schools vary in their methods and means of collecting and recording information. Some schools require that teachers file a written record of time spent in each home, purpose of the visit, and an anecdotal report of what transpired. Other schools leave the recording of home visits to the discretion of the teacher. In any case, it is wise to jot down in some form pertinent facts to assist you in adapting home economics classes to the individual. Those teachers who work in small communities where enrollments are limited and where they know the homes well may find it more convenient to keep a simple anecdotal card file such as this

Student _____

Date _____

Patsy is responsible for preparing the family evening meal since both parents arrive home from work after 8:00. We might work on this as a possible home experience.

What type of records you keep is dependent upon the ultimate use to which you will put the information. Some information is valuable to all members of a school staff, other information can be utilized best within the scope of the home economics department. Information concerning the facets of a family situation, responsibilities students are expected to assume, kinds of home economics equipment typically used by families, special aspirations parents hold for themselves and their children might become part of the record. What facts home economics teachers share with other teachers and how they choose to share these facts are often dictated by school policy and personal beliefs, nevertheless, if the school is to help each individual become a more effective citizen some sharing of information is advisable.

A careful study of existing records should provide the teacher with a knowledge of over all patterns of family living that can serve as a guide for curriculum planning. For example, such facts as the majority of students living in houses without dining rooms, a large percentage of mothers working outside the home, or many families not owning sewing machines, are indicators for possible meaningful learning experiences.

Records need to be analyzed to find common factors as well as to indicate individual differences in family patterns. Your home economics classes can be enriched and your teaching can be more challenging and stimulating as you learn to collect, record, interpret, and analyze pertinent information about homes and families.

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5

KNOWING YOUR STUDENTS

What are they really like, these expectant young people who face me now on this first day I meet my home economics classes? There is Mike, surrounded by boys, expounding on his summer exploits, gesturing madly as he lets the gang in on his wrangling experiences out West. Then Sue, a well groomed girl, with the latest hairdo and slang expressions, is surveying the situation to see just what potential new friends the class holds, she'll enjoy it more if the boys are in the majority, I'll wager! Here comes Tom Smith, son of the mill owner, headed for an Eastern Prep School come next fall. And there is Mary Brown, daughter of a mill spinner, whose parents are divorced and who must find an after-school job so that she can help supplement her mother's income. Then there is Sandy—popular, bright, pretty, friendly with both boys and girls, Student Council president, cheerleader, and a real joy to have in class. In contrast is June—quiet, a diligent worker, alone most of the time, wearing her usual worried look—a girl whom I attempted to help last year but with whom I felt I made such little progress. These and thirty other eager faces, each curious about me, sizing up the situation, trusting me to help them make this class and this school year meet their varying expectations and aspirations—from particular home economics learnings and skills to just plain fun. Will I meet their hopes? Will I enjoy working and learning with them? Is it possible for me to get to know each of them as individuals? I can make snap judgments about them, a bit as I'm doing now, but experience has taught me that so often this way of getting to know others can lead to dead-end streets. There must be a line of attack that I can use to gather useful information that will be helpful to me as their home economics teacher. And surely, there must be some means of getting this information so that it won't be an insurmountable hurdle in an already crowded teaching day!

This could well be your soliloquy on the first day you meet your classes, whether you are a beginning teacher or an experienced one. Each home economics teacher is concerned with getting to know her students as individuals so that she might understand them better and gear her classes toward helping them face and solve their personal and family problems more realistically.

Where do you begin on this quest for learning to know students as

individuals, particularly as individuals who operate in a structured, classroom situation? Each of you already has developed a way for getting to know persons from living with and learning from them over a period of years. Capitalizing on the backlog of knowledge gained from your past experiences is your first key to understanding others. A bit of self analysis, including such questions as the following, would be helpful. Ask yourself "How do I usually operate when I meet a stranger? What do I tend to note about that person first—the way he looks, what he says, what he does? Over a period of time, have I found that first impressions were lasting impressions? What techniques have I used to delve deeper into another's background? Have I relied on talking and working with that person? Have I tended to get information about him through family connections and friends? Have I attempted to see him in a variety of situations?" Answers to these questions might serve as indicators of your already established patterns of observing and learning about others. Although reliable in many instances, you must be continually aware that your interpretations of other people are likely to be colored by your own experiences. Also, you must realize that your own behavior, beliefs and attitudes color your interpretations, your ways of judging conduct and of expressing acceptance or repulsion like the behavior and attitudes of your students, are learned and traditional, neither universal nor axiomatic, but, rather, dependent upon your cultural background.

Your professional training is geared toward sharpening your perspective for understanding people. In your college child development classes, you have been exposed to the most recent research and development in the ever widening field of human growth and development. Through these classes you have come to understand the general growth patterns of human development for people of varying ages. Allied disciplines of guidance, psychology, cultural anthropology, and sociology have broadened your perspective of the whys and hows of basic personality structures. This professional training has given you a theoretical framework for appraising individual personalities, now you must develop the ability to apply these learnings in actual practice.

Although it is impossible to view an individual out of the context of his environment, i.e., his home and family background, his community, and the increasingly interdependent outer world, concentrating your attention on viewing an individual as a person in relation to these factors can give you insights for understanding him better. This chapter explores some means that may prove helpful for a better understanding of individuals. Because each situation is unique, these techniques are

not to be taken as prescriptions for what is to be done in a particular situation, but rather as stimulators for the development of guides and processes for experimentation on your part in developing ways for better understanding the boys and girls in your school setting.

HOW TO OBTAIN DESIRED INFORMATION

A home economics teacher needs to know enough about each individual in her classes to help each make day by-day adjustments and to formulate patterns for optimal learning. Generally, information in the broad categories of home and family life, health, personal and emotional life, social adjustment, past school history, abilities, talents, and interests, and purpose, aspirations, and life values is very useful. Much of this information is available already in existing school records, but you will need to supplement this material by gathering specific kinds of information for a particular student. There are a wide variety of techniques, procedures, or methods you might employ that will contribute toward a better understanding of the individual, and, if properly used, can lead him toward better development and adjustment. Among the techniques are observation, self reports, and sociometric and projective devices, these techniques are explored in this chapter in the context of the home economics teaching situation.

Observation

The technique most commonly used for learning about persons is that of observation. Each day of the school year a teacher views the student in action. She can observe the way he looks and acts—vibrant with health or sluggish, well or poorly dressed, responsible or irresponsible in fulfilling class requirements, leader or follower, accepted or rejected by his peers. These views can be spasmodic or recurring, a teacher needs to be continuously aware of whether she is allowing a single sample of behavior to determine her concepts of an individual or whether she is basing her judgments on an adequate sampling of a student's behavior that gives a more objective means for appraising him.

Anecdotal records and rating scales are among the techniques that have been developed for acquiring a more objective and systematic view of student behavior. Although these can be employed for every student in the classroom, home economics teachers usually have to be

more realistic and keep them only for selected students—those who present a special problem, those who have been referred to the home economics teacher by another teacher or by the guidance staff, or those who are representative of “typical” groups of students whom the teacher is attempting to know better

Anecdotal records

Randall described the anecdotal record as

a record of some significant item of conduct, a record of an episode in the life of a student, a word picture of the student in action, the teacher's best effort at taking a word snapshot at the moment of the incident, any narrative of events in which the student takes such a part as to reveal something which may be significant about his personality¹

One home economics teacher kept the following time-sampling record of a boy in a seventh grade home economics class where the group was engaged in preparing simple snacks

Place Observed Unit kitchen, home economics laboratory

Student's Name Robert Smith

Date 1/12/61

Incident Group project, meal preparation, group—two boys, two girls

Time 10 40 A M

Washed several utensils, dried them Chatted with girls on left and boy on right Smiled several times Commented about the salad “At least our fruit hasn't turned brown” Laughed when other boy, who was cutting an apple dropped it on the floor Said “Pick it up and rinse it off and put it in the salad” Collected and stacked used knives and bowl Washed them, another boy wiped them Moved aside to let a girl get water, smiled at her, suggested to another girl that she “ put the lid on the sugar canister before it gets all wet . ” Picked towel from floor, folded it, and hung it on towel rack

Time 10 50 A M

Walked to stove, stood near oven, when oven door was opened, he jumped up and down with excitement at seeing the cookies Put his hands up to his eyes and said in a loud voice “They're burning!” Called to boy in neighboring unit “Hey, Sabil look” Did this twice, but was ignored each time Saw girl shake hand as she took cookies from oven and placed them on counter Said “Did you burn yourself?” Chatted with the girl as she removed cookies from sheet, took several, and put them in his mouth whole and hot

Time 11 00 A M

Ate meal with group without contributing to the table conversation Used utensils in an accepted manner; finished eating before the rest of the group Said “Any of you guys want the rest of these cookies?” (Three left on

¹ John A. Randall “The Anecdotal Behavior Journal” *Progressive Education*, 13:22, January 1936.

plate) "O K. then, guess I'll take them and eat them in homeroom." Put them in his pocket.

Time 11 10 A.M.

Back at sink Busy rinsing it with spray Other group members had walked away Said "Come on, you kids, help or we won't get done on time" (No response from group) Wrung out dishcloth, left it on sink, dried hands on a paper towel Sat down Noticed he had on an apron Stood. Took it off and hung it in apron closet. (Bell rang) Ran from room darting between classmates and out the door

Assuming that this was but one of a series of time-sampling anecdotal records kept of Robert, what significant indicators for understanding Robert can the teacher glean from the record? Are there any indications of his work habits? Are there cues to his interaction with other group members? Are there any indications of his home training? Is there evidence that his behavior is typical or unusual? What clues for adjusting the teaching of home economics for that particular group can be found?

An occasional sampling of student behavior in a variety of home economics class activities can give the teacher insights into the behavior of particular students and help her to adjust the classroom situation to meet special needs. In certain instances a home economics teacher may want to record incidents of behavior of a student in a variety of situations where she has an opportunity to observe him so that she might find clues for understanding him more thoroughly. These situations might include observations in the school halls, the cafeteria, at school functions, at parties or dances, in his home, or on the street. In any case, the following cues for observing and writing anecdotal records might well be kept in mind.²

- 1 The anecdote must be based upon a significant item of conduct.
- 2 The incident reported upon must be personally observed by the teacher
- 3 The incident must be written as clearly, concisely, and accurately as possible, and immediately after the incident has occurred.
- 4 If possible quote conversations exactly as heard
- 5 Significant conduct which is favorable should be reported as well as that which is unfavorable
- 6 Report only such data as helps one to understand the student better
- 7 An anecdote should always be dated.

The anecdotes collected on a particular student are of limited value until interpreted, and interpretation is never an easy matter. The facts presented in all anecdotes must be sifted objectively and studied in

² Adapted from guide developed by the staff of the Department of Guidance and Counselor Training, Michigan State University, East Lansing, Mich.

relation to other factors. Contradictions must be detected to see if they represent consistent or inconsistent behavior patterns. Unique and recurring situations and unusual and repeated patterns need to be interpreted in light of what appear to be principal problems or personality characteristics. After facts have been studied, clues to their meanings may be detected more easily. If adequate and accurate observations have been made and interpreted in an orderly fashion, the clues of personality characteristics that are discovered can be invaluable guides for developing home economics activities that will help the individual make more satisfactory and realistic progress in your classes.

Behavior descriptions and rating scales

Another technique for learning about the boys and girls in your home economics classes is to use a variety of behavior descriptions and rating scales. These devices differ from the anecdotal record in that anecdotal records describe a particular set of incidents whereas the rating scale attempts to give a generalized picture of an individual. In using a rating scale, the person doing the rating makes a general estimate of another's personality characteristics based on observable evidences of specific kinds of behavior in a variety of situations. When an individual makes an estimate of himself on a rating device, the device is usually called an inventory, when the judgments are made by others the device is usually termed a "rating scale."

A home economics teacher may develop her own rating scales for particular situations. One teacher found that a rating scale she developed with the help of her students was of special help to her group. During a class discussion on "What We Like About Our Classmates," she sifted the significant factors as expressed by the class and developed a behavior description device that she had the class use for rating one another. This is the way it appeared in its usable form.

Observation Behavior Description Device
Senior High School

WHO ARE THEY?

Most of us are interested in improving ourselves but sometimes we do not know our strong and weak points. How well do our opinions of ourselves agree with those opinions of us held by our classmates? This is an attempt to find out what other students think of you. Short paragraphs have been written about some of the things which may be considered important in the development of an all round interesting person. A summary of the opinions about you by other students may help to draw your attention to certain things that will make you a more pleasing person. This is to help you not to discourage you.

Directions Attached is a sheet with numbers and names of each person in our class. On the following pages are descriptive paragraphs that may remind you of a person in our class. Read each paragraph carefully. Look at the names of the students in our class. At the right of each paragraph write the number of the student or students which this paragraph seems to bring to mind. Be as fair as possible, yet be willing to say what you honestly think because only in that way can we be helpful to each other. Rate only those students whom you think have the characteristics described, it may be one or a number of students, perhaps no one in our class fills the description. Do not discuss these paragraphs with others, depend upon your own judgment. Do not sign this paper.

Here is an example

Some students are very talented musically. They sing well. They may play one or more musical instruments. Do we have any people like that in our class? Who are they?

Student
6, 10, 3

Number

1
2, etc

Name

Jane Brown
Bob Smith, etc.

Student

- 1 Do we have any students who are considered good sports? They are willing to do their share. They don't become angry if they lose or if the joke is on them. They are good losers, and do not blame others if they do not win. For example, they don't say that the referee was against them if the game is lost. Who are they?
- 2 Do we have students who are poor sports? They become angry if they can't have their way. They are poor losers. They "gripe" about unimportant things. They blame others for their mistakes. Who are they?
- 3 Which students rate at the top in friendliness? They always speak to you whenever and wherever they see you and some times they stop and chat with you. They seem to get along well with young and old, boys and girls. They know many people. Who are they?
- 4 Do we have people in our group who never speak first? They consider themselves better than anyone else. They associate with only a few people. Who are they?
- 5 Which students are full of energy and pep? They are interested in activities. They are not afraid to work. They do not tire easily. They like to do things. You see them really working for their class without griping. Who are they?
- 6 Do we have any lazy students in our group? They always try to get out of work. They never volunteer to give an extra report or to serve on a committee. They don't have time, they say, to sell tickets for a play or to clean up after a party. Who are they?

- 7 Do we have students in our group who always respect other people's property? They never mark school or public furnishings. You never find their names on things that don't belong to them. If they borrow, they return things promptly and in good shape. Who are they?
- 8 Do we have people who always borrow? What is yours is theirs. They never have their own pencils, paper, books or pins. They never return what they borrow. Who are they?
- 9 Do you know folks in our class who always know what to do? They feel at home in any group. They know the right things to do and say. Who are they?
- 10 Do we have students in our class who are never sure of themselves? They are always asking others about the correct thing to say, the right clothes to wear, the proper thing to do. They act uncomfortable around strangers. Who are they?
- 11 Who really has ability to do and try something different and original, such as designing an article of clothing, writing a clever skit for an assembly, or drawing a striking cover for the school paper? He looks for ideas and tries them out. Who are they?
- 12 Which students have the reputation for copying everything they see—from your algebra paper to the way you wear your hair? They have few new ideas of their own. Who are they?
- 13 Which students enjoy doing many things—crafts, sports, music, reading and other things, they want to learn about new things, they are seldom bored with life because they enjoy doing so many things. Who are they?
- 14 Which students seldom know what is happening around them, they take part in few sports, they can't do things, they don't like to read, they are not interested in trying new and different ideas. Who are they?

Summary Sheet

HOW DO YOU RATE?

Desirable Characteristics

Good sport
 Friendly
 Energetic
 Respect for property
 Socially adequate
 Creative
 Wide range of interests

Undesirable Characteristics

Poor sport
 Snobbish
 Lazy
 Chronic borrower
 Socially inadequate
 Not creative
 Few interests

The same characteristics that were covered in WHO ARE THEY? have been prepared in the form of a graphic rating scale on which the teacher or students might rate an individual.

Observation Graphic Rating Scale
Senior High School

(Rating same characteristics as are rated in Who Are They?)

Rating of _____ Rated by _____ Date _____

Directions Check space that best represents your rating If you feel that you have no evidence to check individual for a particular characteristic, leave it blank

1				
---	--	--	--	--

Good sport, doesn't become angry if he loses or if joke is on him willing to do his share

Poor sport, becomes angry if he can't have his way, poor loser, blames others for his mistakes, gripes about unimportant things

2				
---	--	--	--	--

Friendly, always speaks to you whenever and wherever he sees you, seems to get along well with people—young, old, boys and girls, knows many people

Snobbish, never speaks first, considers himself better than others, associates with only a few persons

3				
---	--	--	--	--

Energetic, full of energy and pep, interested in activities, not afraid to work, doesn't tire easily, likes to do things, you see him working for the class without griping

Lazy, always tries to get out of work, never volunteers to give an extra report or to serve on a committee, doesn't have time, he says, to sell tickets or clean up after a party

4				
---	--	--	--	--

Respects others' property, never marks school or public furnishings, never find his name on things that don't belong to him, if he borrows he returns things promptly and in good shape.

Borrows all the time, what is yours is his, never has his own pencils, books or papers, never returns what he borrows

5				
---	--	--	--	--

Socially adequate always knows what to do, feels at home in any group, knows the right thing to do and say

Socially inadequate, never sure of himself, always asks others about the correct thing to say, the right clothes to wear, the proper thing to do, acts uncomfortable around strangers.

6

Creative, has ability to do and try something different and original, such as designing clothes, writing a clever skit for assembly, or drawing a striking cover for the school paper; he looks for ideas and tries them out.

Uncreative, has reputation for copying everything he sees—from your algebra paper to the way you wear your hair, has no new ideas of his own

7

Wide range of interests, enjoys doing many things—crafts, sports, music, reading and other things, wants to learn about new things, is seldom bored with life because he enjoys so many things

Few interests, seldom knows what is happening around him, doesn't like to do many things, not interested in trying new and different ideas

A similar technique was prepared by another teacher. The difference, and strength, in this device lies with the necessity for supporting choice with evidence (see Table 5)

The behavior-description and rating scale devices will give you insights into the behavior of your students. They should offer cues for helping you adapt the learning situation for a particular individual or for the group in general. If there is to be student participation in a

TABLE 5

Who Is Described?

Student's name _____

School _____

During the semester, there will be a number of activities in which class members may take part. Your ideas will help in the selection of people for each activity.

Read each description and write down the names of the class members whom you think the description fits. Tell why you think this is a description of the person you have named.

Write as many names after each description as you think belong there. You may name the same person as many times as you think he or she is described. Put your own name down when you think the description fits you. If you can't think of anyone whom the description fits, go on to the next description.

Use this plan for writing your answers

TABLE 5 (continued)

Description	I think this describes (write name)	I think this description fits her/him because
1 This person would do well on a committee which is to design a club program		
2 This person would be good at helping write a newspaper article or at being interviewed about some thing which the class has been studying		
3 This person would be good at selling someone or some group on an idea which the class wants to carry out.		
4 This person would be good at getting information about equipment which the class is selecting for the department		
5 This person would be good at being in charge of fixing up the home economics rooms for a party which the class is giving		
6 This person would be good at leading a committee which is having a hard time agreeing on how to accomplish its work.		
7 This person would be good to work with in taking notes at a meeting where you and he/she are both recorders		
8 This person would be good at helping others in a group talk, make suggestions, and feel at ease		
9 This person would be good at bringing people's ideas together in a plan for a class project.		
10 This person would be good at leading a committee which has to work steadily at a job in order to get it done well and on time		
11 This person would be good at helping a group see whether it is working cooperatively and that it is staying on the beam.		

class setting in developing or filling in these devices, it must be within the context of what is being taught. For example, behavior-description devices might be developed by you and your class for getting at characteristics that are significant in developing interpersonal competence within a family group. More frequently, the home economics teacher uses the data that are collected via these devices by the guidance staff to deepen her understanding of students. In some schools, where she may carry responsibility for both counseling and teaching, the teacher can use these techniques for collecting data which will be useful in guiding individuals toward alleviating classroom and personal problems.

Self-reports

The student himself is the source of a good deal of information concerning himself. Technically, all standardized tests that he takes are, in reality, self-reports. The tests administered in a local school are an invaluable source of objective information concerning that student. Depending upon the testing program of your school, this information may be concerned with general mental abilities, special aptitudes, interests, and perhaps even personality inventories.

Students' scores are readily available to the teacher in the cumulative records that are kept on each individual in the school record office. Guidance personnel or a person in your school who is especially trained in testing can help you with test interpretations that will enable you to know your students in a more objective manner. As a home economics teacher you can use this information to adjust the curriculum for a particular student or for groups of students with specific needs or abilities. Seen in relation to other factors such as age, school grades, and home background, test scores are becoming increasingly important indicators for interpreting student behavior and for predicting future behavior of boys and girls.

The home economics teacher may also use, as parts of her regular classroom procedure, a number of reports written by students in which they give information about themselves. These may be questionnaires aimed at getting information concerning home responsibilities or family practices, autobiographies geared toward the youngsters' views of themselves as family members, free writings aimed at discovering their life values and aspirations, daily records or diaries which may reveal their dietary habits or use of time, and various evaluation devices where the individuals take objective looks at what and how they are learning in your class.

The ingenious teacher finds a number of ways to gain information about individual students by employing any one or a number of these techniques in her day to day teaching. For example, she might ask a student to keep a daily record of activities for a specified period of time. One girl kept such a record so that she might get a more objective view of the use of her time. On the basis of her findings she made more specific plans for use of time so that some of her leisure-oriented goals might be achieved. The record, as she kept it for one day, appears on page 98.

Daily Record of _____ Date _____	
7 00 A M	Got up, bathed, dressed
7 20 A M	Ate breakfast orange juice, cocoa, two slices toast.
7 25 A M	Made bed, bung up my clothes, played with my little sister, combed my hair
8 15 A M	Gathered up my books, called Jane to tell her I'd be by in a few minutes, started the walk to school
8 20 A M	Stopped and called for Jane
8 25 A M	We arrived at school, went to our lockers, chatted with the kids we met.
8 30 A M	Homeroom.
9 00 A M	Spanish class
10 00 A M	Study hall studied my algebra
11 00 A M	Home economics class
12 00 noon	Lunch in cafeteria vegetable soup, hamburger, carrot sticks, milk, ice cream
12 30 P M	Special meeting for play cast.
1 00 P M	Algebra class
2 00 P M	English class
3 00 P M	Glee Club practice
4 00 P M	Future Homemakers of America meeting
5 00 P M	Walked home with Jane, stopped by to hear her new records
5 45 P M	Got home helped mother with dinner, set the table, dished up dessert
6 05 P M	Ate dinner meat loaf peas baked potato, gelatin salad, milk canned plums
6 30 P M	Helped stack the dishes, changed into slacks, fixed up for the basketball game
7 00 P M	Tom picked me up, we went to the high school basketball game
10 15 P M	Stopped on way home for a malt, then we walked home
10 45 P M	Back home
11 00 P M	Undressed put up my hair, decided what to wear tomorrow
11 15 P M	Read my assignment for English class
11 45 P M	Turned off the light.
7 00 A M	Got up, bathed, dressed

Does this daily record reveal anything of that girl's pattern of living? Does it give you any insight into her life values in terms of how she uses her time? Does it give any indications of health habits? Does it show a balance of activities? If this record were typical of the majority of days for a particular student, what generalizations concerning her way of living might you discern? Such daily records, if kept for a specified time, give a variety of indicators for a better understanding

and knowledge of students. For example, if the home economics teacher found that the daily record of a student showed inadequate eating patterns, she might suggest to the student home experiences relative to improving eating habits, or she might gear classroom learnings in that direction.

Class Profiles

The individual students' cumulative record folders that are kept in the general office in most schools usually contain personal data blanks that have been filled in by the students. Information given by a person about himself may range from a listing of his hobbies to his plans for his future. Together with his past school history, his health record, scores on standardized tests, and in some cases anecdotal reports, these personal data are a source of a vast number of facts concerning each individual in a class. One student teacher went to these records upon first entering a school and compiled what she called a "Class Profile" of the home economics class for which she was to have her initial teaching responsibility. She used the profile to gain a generalized, composite picture of the people in her class. Then, too, she found it an orderly, systematic method for organizing a large amount of somewhat scattered information so that she would have it available at a glance. From it she gained information for making inferences concerning the problems the members of her class might be facing at home.

For example, the home economics teacher who made the profile included here could see quickly that, in this particular group, eight out of her ten students lived in homes where mothers were not present for a large portion of the day. Hence, she could gear her program toward helping these girls gain the know how for assuming a greater share of home responsibilities.

The class profile can point out to the home economics teacher the range of differences within a class in short order. Such factors as numbers of siblings, position in the family of class members, marital status and occupational status of parents, distances traveled to school, whether the student rides a bus to school or walks, his past grades, and home economics class experiences can be compiled on one sheet for easy reference. Each of these factors for a particular boy or girl can be viewed in relation to these same factors concerning his classmates. This information can help the teacher guide each student and the class as a whole toward more meaningful learnings in home economics.

Class Profile

Home Economics course

senior

Name	Age	Year in School	Distance from School	Number of Chil- dren in Family	Number of Younger Children	Father's Name and Occupation
1 Brown Rose Marie	16	11	2 mi.	2	1	Myron Television repairman
2 Beech, Peggy	16	11	1½ mi.	3	0	Cecil Factory worker
3 Crawford, Fern	18	11	1 mi.	3	1	Robert Factory worker
4 Hoyt, Barbara	16	11	5 mi.	5	2	Albert Salesman
5 Jones Jackie	17	12	7 mi.	4	1	Henry Guard at State Hospital
6 Lane Shirley	18	11	1½ mi.	4	3	Guy Factory worker
7 Morrison, Maureen	17	12	8 mi.	5	0	Herb Farmer
8 Potter Marilyn	17	12	10 mi.	2	1	Arthur Farmer
9 Smith, Emma	18	11	7 mi.	8	1	Whitney Factory worker
10 Thomas Ann	16	11	4 blks	3	2	Gilbert Mechanic

Class Profile

Date January 1960

Mother's Occupation	Future Plans	IQ	Home Economics Grade to Date	Additional Information
Homemaker	Nursing or teaching	97	B	Very shy—rarely speaks up in class.
Waitress	Marriage	81	B	Would like to be a registered nurse, doesn't think she has necessary abilities
Factory worker	Practical nursing, Marriage.	87	B	Boy friend won't let her join H. Y. Not interested in school
Grocery store clerk	Telephone work	112	C	Wants to work in a large city in a neighboring state
Factory worker	Office work	105	A	In a number of school activities, has after school job in drugstore
Factory worker	Nursing school	100	C	Good follower, but not a leader
Factory worker	Teacher's college	95	B+	Engaged.
Homemaker	Nursing school	No record	C	Engaged, rather poor student.
Deceased	Nursemaid	No record	C	Enjoys work with old people.
Dry cleaners' assistant	Indefinite	73	D	Can't read or write proficiently, emotionally unstable, refuses to work.

Sociometric Techniques

Through observation and a variety of self report techniques, the home economics teacher can learn about how the individual perceives himself and his interpersonal relations. She becomes cognizant of his self image. A teacher also needs to know to what extent the student is accepted by his peers—the reputation he has among his age mates and his position and status in the various groups of which he is, or is aspiring to be, a member. This information is particularly important to the home economics teacher for two reasons: (1) one of her responsibilities is to help each student learn to become an effective member of a family group, and (2) some of the classroom activity in home economics is planned on the group basis. A recognition of the current group position and status of a particular student can assist the teacher in placing him in those situations that will help him achieve effective growth in group interaction and interpersonal competence. The sociometric techniques devised by Moreno¹ and adapted for classroom situations by Jennings² probably provide the most usable techniques yet developed for studying patterns of acceptance and rejection and the social structure of groups.

Sociogram

A sociogram is a graphic picture of the interrelationships among the individuals within a particular group, based upon the choices of those individuals for a *specified activity or situation*.³ It portrays the status and role position of each individual at a particular time. A sociogram is made on the basis of a sociometric question that permits a student to reveal his choice concerning the group members with whom he prefers to be or work in a particular situation. For example, one home economics teacher asked her youngsters to jot down on a sheet of paper the three persons, in rank order, with whom they would like to form

¹Jacob L. Moreno *Who Shall Survive?* (rev. ed.) New York: Beacon House, 1953.

²Helen H. Jennings "Sociometric Grouping in Relation to Child Development," in *Fostering Mental Health in Our Schools*, Association for Supervision and Curriculum Development, Washington: American Council on Education, 1948.

³Detailed information for collecting data and constructing a sociogram is presented in Ruth Cunningham and Associates *Understanding Group Behavior of Boys and Girls*, New York: Bureau of Publications, Teachers College, Columbia University, 1951, pp. 154-171.

a family group for a 3-week unit on the preparation and serving of family meals. From this information she plotted the sociogram shown in Fig 1

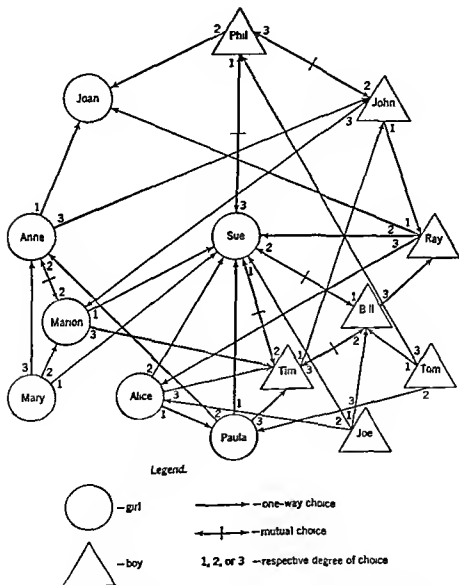


Figure 1 Sample Sociogram an illustration of graphic presentation of choice patterns.

This sociogram portrays in graphic form the choices made by the boys and girls in one home economics class for the purpose specified. The results are usable because the students had confidence that their choices would actually be used in determining those with whom they would work in their family groups. A sociogram reveals a number of factors concerning the interrelations of group members: a pattern of mutual choices can be discerned, persons most frequently and less frequently chosen can be identified, youth who are completely isolated or rejected by their classmates can be selected, cliques and cleavages can be noted, and choices between boys and girls can be discovered. When seen in relation with other factors, a sociogram provides a number of keys for shaping groups so that individual students can be helped to achieve satisfactory and satisfying group membership.

A home economics teacher might ask herself questions similar to these in making a first analysis of a sociogram:

1 What appears that I had expected to appear? On what evidence am I basing my judgment?

2 What appears that I have not expected? What are some probable reasons?

3 Are there small groups whose members chose each other but who were not chosen by those outside the clique?

4 As I view the structure as a whole, can I think of any arrangement (such as assigned seats in this class or in other classes) that might have been a factor in the general patterning of the sociogram?

5 Are there any procedures in the home economics classroom routine and arrangement that might have affected any patterns in the sociogram as a whole?

6 What trends seem to be present in the way or direction in which the students are making choices?

7 What cleavages, if any, appear in this sociogram? (A cleavage is defined here as the absence of choices between individuals who are in two or more subgroups.)

a boy-girl?

b economic?

c nationality backgrounds?

d. religious?

e academic ability?

f after school employment?

g prestige?

8 Does the structure of the group as a whole seem to be as integrated as would be good for class morale and individual growth for each member?

The most immediate thing to do with the findings of a sociometric technique is to carry out the agreement made with the students when the test was given. The object is to provide for each individual the best possible placement from *his* point of view. The following simple rules, which have grown out of experience in using student's choices, seem to give each individual the maximum satisfaction compatible with similar treatment for everybody else.

- 1 Give any person who is unchosen his first choice
Example Joe chooses Sue first, Alice second, and Bill third. No one chooses Joe. Joe is placed with Sue.
- 2 Give any individual who is mutually chosen the highest reciprocated choice from *his* point of view: his first choice, if this is reciprocated, his second choice, if this is reciprocated and his first is not, his third choice, if this is reciprocated and his first and second choices are not.
- 3 Give any student who is chosen but chooses no one who has chosen him his first choice.
- 4 If rejections have been secured, check to be sure no individual is grouped with those who most reject him.
- 5 Check the placement arrangement to be sure every student has at least one of his choices fulfilled.

*Classroom distance scale*⁶

A technique that is used sometimes to extend understanding of individuals as they interrelate in a group setting is the classroom social distance scale, illustrated on p. 107. The purpose of this instrument is to discover the social tone of a group as a whole and the degree to which individuals and subgroups are accepted by the group and accept others in the group. It is devised to extend the usual sociometric approach, which allows a limited number of responses (i.e., three choices), to include an opportunity for every student to give a reaction to every other in the group. Because the responses requested are of a highly confidential nature, which is *true of any sociometric device*, this instrument is valid only if honest responses are given. It should be used only in situations where the teacher has achieved a high degree of rapport with the group. If there is resistance on the part of boys and girls either to using the instrument or to signing their names, probably the device should not be used. Obviously, it should be used only by teachers with a professional point of view and a genuine interest in

⁶ *Ibid.*, pp. 171-174, 401-408.

knowing more about students in order to provide a more adequate home economics program for them. If the teacher has good rapport with the group, she will have little difficulty in introducing it. Her explanation may be that she is interested in knowing how people in the group feel about each other in order that she may know how to help the group members get along with, work and learn with, and enjoy each other. The teacher's name may be inserted as a group member, in the appropriate alphabetical position, if she so desires.

Examining the responses from the classroom social distance scale is just a beginning toward increasing the home economics teacher's understanding of boys and girls, not the end. The results should raise questions more than provide answers for her. Too much is yet unknown about group psychology of adolescents for us to draw generalizations from data provided through the use of an instrument such as this. Perhaps the greatest value in an examination of results is that attention is directed to certain aspects of interpersonal relations that lead to further observation of individual and group behavior. Such observations, carefully reported as anecdotes by home economics teachers who are sensitive to problems of group relations, can make great contributions to knowledge in this area. At the same time they can be of real assistance in helping the teacher make intelligent class groupings that ought to enhance the potentials for learning for her students.

Classroom Distance Scale *

Name _____
School _____

Date _____
Class _____

We don't like all of our friends in the same way. Some we like more than others. There may be some people we don't like at all.

The checklist on the opposite page will give you a way of telling how close an acquaintance you would like to have with other members of your home economics class.

Copy the names from the list in alphabetical order, in the vertical spaces at the top of the scale. Then, below each name, put a check in the space opposite the statement that most nearly describes your feeling about that person.

When you come to your own name, check the statement that describes how you think most of the students feel about you.

No one in class will see your paper except your teacher.

* Adapted from "Classroom Social Distance Scale," Horace Mann-Lincoln Institute of School Experimentation. In Ruth Cunningham and Associates. *Understanding Group Behavior of Boys and Girls*. New York Teachers College, Columbia University, 1951, p. 405.

- When appropriate, suggest some possible next steps. Assist him to choose those plans that may prove most helpful, but leave the final decision to him. It is his life and he should have freedom to make his own choices. You can help him foresee the consequences of particular action steps.
- 10 Mention by title and location such books and other printed materials as might be helpful.
 - 11 Curb the desire to preach, to moralize, to judge, or to make decisions.
 - 12 Stimulate the student to think for himself and to develop his own plans.

THE HOME ECONOMICS TEACHER AS A TEACHER-COUNSELOR

Because of your background of professional education, and because of the informal nature of home economics, you are likely to be called upon to serve on the guidance committee in your local school, to act as a homeroom teacher, or to assume the responsibility of teacher-counselor. The informality of the home economics teaching setting provides a close contact with individual students. Because you know the student in his home and community setting as well as in the classroom, you are able to gain significant evidences of his behavior that should be indicative of his unique pattern of personal characteristics. To put this insight and knowledge to effective use, you can take action in two specific ways: (1) you can use this background of understanding to adjust both the content and methods of your teaching so that it will harmonize with each individual's level of readiness, and (2) you can share with other professional persons the information you have gained concerning individual students. It is perhaps in this latter role that you can make one of your most pertinent contributions to the total guidance program in your local school. To the extent that you share with others significant evidences of a student's behavior, the major objectives of the school's guidance program can come closer to being achieved. Only as teachers share their perceptions regarding the needs of a particular youth and appreciate that some needs require concerted effort on the part of all teachers will they be fulfilling their guidance role of helping each individual become self-understanding and self-directing.

As a home economics teacher you have three very specific channels through which you can function in the guidance role—your classroom, home economics department club groups, and home visits. In your classroom you have an opportunity to get to know each student well. This personalized contact often puts you in a position for opening up

opportunities for a youth to receive help in understanding and solving his problems. During the conference period you can personally guide him in those areas where you are particularly competent. Through such personal contacts with students you may find realistic avenues for referring those who need special help to the guidance personnel.

As you work with your students in promoting and implementing school and departmental club activities, both they and you gain knowledge of and interest in each other. In the chapter organization of national groups, such as Future or New Homemakers of America, you can help an individual find a niche in a peer group that will provide a natural outlet for many psychological and social needs. Youth needs to belong; these organizations offer opportunities to belong to an organization whose members are working toward a common goal—better home and community life for all. Youth needs to feel important and wanted; these organizations help a young person develop leadership qualities and learn ways of working with others. Youth has a desire for gregarious activity, ritual, and symbolism; these groups provide opportunities for such ceremonies. Members can participate in small group activities as well as those that involve the entire national organization.

Your direct and frequent visits in the homes of boys and girls help you to gain knowledge of each student's total environment. Yours is the privilege and opportunity of getting to know parents and home situations in an approachable and helpful manner. Your insights into home backgrounds can be helpful to others in the school, who like you, are interested in helping each student achieve optimal development.

The primary source of information concerning the home economics program in a particular school is the home economics teacher. Both the guidance staff and you can profit by an exchange of factual information and ideas concerning that program and the potential it has for both boys and girls.

Opportunities for vocations and avocations in the field of home economics should be well known to you as a home economics teacher. You are the most familiar with the resources in the home economics area to which both you and the guidance staff or other teachers may go for certain types of specific aids for helping people solve personal, family, and vocational problems. You are aware of the educational offerings and opportunities in the field of home economics which certain students may wish to pursue after completing high school and you are in a position to suggest institutions of higher learning that might meet an individual's needs for further study in the home economics field. The combined efforts of you and the guidance staff are

needed if others are to be informed concerning the place of home economics in the total school program and the values that are inherent in the program for different students

Your primary responsibility as a home economics teacher is to teach home economics well You should be responsible, however, for carrying out those aspects of the guidance program that are inherent to effective instruction Why not take inventory? Use the following checklist to measure your competency as a teacher counselor

Teacher Counselor Inventory *

Column A indicates "I think I rate well here" Column B indicates "I need to work on this" Column C indicates "This is a weakness of mine"

I Personal Characteristics

These first points are not considered as guidance responsibilities, but they are important requisites for success in carrying out those which follow As a teacher I should have

	A	B	C
A. Personal traits which include			
1 patience	_____	_____	_____
2 tact	_____	_____	_____
3 sense of humor	_____	_____	_____
4 capacity for empathy	_____	_____	_____
5 emotional stability	_____	_____	_____
6 positive outlook on my job and life	_____	_____	_____
B An interest in and respect for children	_____	_____	_____
C A classroom atmosphere which is free from tension	_____	_____	_____
D An understanding of how children develop socially, emotionally, physically, and intellectually	_____	_____	_____

II Making Observations of Student Behavior

I recognize that observing and recording student behavior is an important guidance function of the teacher In observing student behavior I

	A	B	C
A Observe children in various activities, not only in my classes	_____	_____	_____
B Note the work habits of my students	_____	_____	_____
C Note unusual behavior of my students	_____	_____	_____
D Write anecdotal reports of significant behavior	_____	_____	_____

* Adapted from *Guidance Responsibilities of the Teacher* (Pamphlet.) East Lansing Michigan State University, Department of Guidance and Counselor Training, 1954.

III Utilizing Record Information

I realize the importance of accurate, comprehensive information about each student which is cumulative throughout his school life With respect to school records I

	A	B	C
A Obtain information about students through autobiographies, diaries, and rating scales	_____	_____	_____
B Study the relationship of each student to other students through sociograms and other group techniques	_____	_____	_____
C Utilize test results in understanding student needs and in planning class work	_____	_____	_____
D Use record information in appraising student progress	_____	_____	_____

IV Counseling and Interviewing

Techniques of counseling and interviewing are used extensively by the trained counselor To a limited extent they are also used by teachers With respect to them I

	A	B	C
A Become acquainted with the parents of my students so that we can share our knowledge regarding the child	_____	_____	_____
B Try to be permissive in my interviews with both students and parents	_____	_____	_____
C Confer with counselors and other specialists regarding problems of individual students, and utilize information they provide	_____	_____	_____
D Counsel individual students whenever the problem is one that is within the scope of my professional competence	_____	_____	_____
E Refer those students with problems beyond my training and experience to counselors and other specialists	_____	_____	_____

V Occupational Educational, Social Information

An important guidance function of the classroom teacher is to provide information which will help students in making important educational and vocational choices and desirable social adjustments As a teacher I

	A	B	C
A Emphasize the vocational and educational implications of the subjects I teach	_____	_____	_____
B Stress proper attitudes toward all fields of work	_____	_____	_____
C Enable students through exploratory units to study the world of work	_____	_____	_____
D Acquaint students with vocational opportunities in the community through field trips and other means	_____	_____	_____

- E Provide a classroom climate conducive to developing self-confidence and good social adjustment _____
- F Help students make long range educational plans _____
- G Know the group structure of my classes well enough to help each student make desirable social adjustments _____

VI Participation in the Total Guidance Program

Teachers have responsibilities in the total program of guidance services as well as those which can be performed within the classroom itself In this respect I

- | | A | B | C |
|---|-------|-------|-------|
| A. Am willing to serve as a member of the school guidance committee | _____ | _____ | _____ |
| B Participate in case conferences, provide information and cooperate with other faculty members in using the data in the guidance of the student involved | _____ | _____ | _____ |
| C Participate in administering, scoring, and recording standardized tests | _____ | _____ | _____ |
| D Participate with other teachers in providing orientation services | _____ | _____ | _____ |

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PART III

PLANNING FOR EFFECTIVE LEARNING EXPERIENCES

6

PLANNING YOUR PROGRAM

A good home economics program does not just happen, it is the result of considered decision on the part of many persons. Its perspective for decision making is three-dimensional—its background is the tradition and foresight of the pioneers of the home economics movement, its broad purposes stem from the current social scene and the thinking and research of leaders in home economics and allied disciplines of science, art, and philosophy, its emphasis and focal point is the particular family or families whom its purports to serve.

All decision is based on values, these evolve into our basic goals—our precepts for daily operation—our so-called philosophy. We express these quite simply when we say, "I want _____." Throughout the last half century, ever since the birth of home economics as a field of study, a number of persons have expressed those basic beliefs and concerns which they felt would enrich the lives of family members. They believed that if man was to achieve the "good life" during his days on this earth he needed to have the opportunity to lead a satisfying and productive life in his family group. To achieve this, most men needed help, the avenue for securing this help was through the educative process. The field of home economics was built upon the basic premise that man could realize his potential for effective family living more easily and satisfactorily if three conditions were fulfilled: (1) a concerted effort was made to utilize all known information and knowledge and to focus it on the family, (2) a pin pointed search for new knowledge was made to illuminate and alleviate blocks to gratifying home life, and (3) productive means for communicating this knowledge were found.

You, as the home economics teacher in a particular school setting, are the *crucial factor in implementing* the basic beliefs of home economics. You are the decision maker in your realm of operation—the daily round of class activities, the face-to-face contact with students

and the families they represent. It is both your obligation and privilege to plan your home economics program so that each day your students will learn something that will enrich their lives as family members. ✓

This is not an easy challenge, however, it is not as formidable as it might at first appear. The classroom teacher is responsible for planning and implementing a home economics program for a particular school situation, she is not, however, responsible for creating this program out of thin air so to speak. She has available to her a number of resources to which she might turn, in fact, there are some sources to which she is obligated to turn. How then, will you, the home economics teacher, plan a program that will meet those purposes of home economics education to which you are dedicated? What do you need to know to be able to plan a program on a sound basis? Where do you turn for help? From what specific background of experience, information, and knowledge can you draw? How can you expedite the procedure and at the same time not become overwhelmed or frustrated by the job you are outlining for yourself? The purposes of this chapter are (1) to point out the background of program planning in home economics that serves to create a common element in all home economics programs, (2) to outline some bases for program planning on the local level that should serve as tools for helping you develop a home economics program tailor made for your students and your community, and (3) to discuss some ways for making yearly, problem, and daily lesson plans for a particular school setting.

BACKGROUND FOR HOME ECONOMICS PROGRAM PLANNING

All school programs be they in the fields of science, mathematics, literature, or home economics are built on a somewhat common foundation. This common foundation is composed of research and thinking relative to the needs of society, research and knowledge concerning human growth and development, concepts about how people learn and content unique to a subject matter area. You have had, through your professional education courses, insight into why these particular building blocks are essential to the establishment of a firm foundation for an educational program. Now, your job becomes that of relating this generalized background of knowledge to the formation of a home economics program. Although you may have an opportunity, as you

work with community or state groups, to formulate over all plans for home economics education, more likely you will be concerned with understanding how the broad, over all pattern came to be and how you will tailor it to your situation. Those responsible for planning the over all programs for states, cities, and communities have considered certain specific criteria and made specific decisions that have resulted in a proposed plan from which you will build your program. Understanding the bases upon which home economics programs are built will help you develop and implement your program on the local level.

Our Society—Its Values and Needs

Education is obligated to help the members of a society learn the ways of living within that society. Individuals must learn what is expected of them in the multiplicity of roles they will play as they complete their life cycle. Along with learning what is expected of them they must also learn what they must do in order to meet this expectation and, equally important, in what manner they can operate acceptably to achieve it. This is known as the socialization process, it is the shaping of an individual so that he can function in a particular society.

You live—and will teach, most likely—in a society dedicated to the democratic way of life, hence, you are obligated to perpetuate and exemplify democratic values. A democratic society places value on (1) the dignity and worth of individuals, (2) concern for the general well being of others and the exerting of cooperative group effort toward solving problems of common concern, and (3) rational thinking as a tool for decision making.

Worth of individuals

Home economics programs reflect an acceptance of these values when they are planned to reach all individuals regardless of race, color, socio-economic status or intellectual capacity. Respect for the individual is evidenced in recognizing that individuals have the right and obligation to pursue their own private sets of values, standards and goals, so long as they assume the responsibility for the consequences of their actions. You can implement this belief in such simple ways as gearing your home furnishings learnings to various socio-economic levels or providing students with low reading ability books geared to their reading level.

General welfare

The broad purposes of home economics are concerned with the general welfare of all families. Through helping individuals in families realize their potential, home economics helps them to raise their level of living. You will be teaching toward this end when you help the students in your classes learn

- To select the important values in personal and family living more surely
- To live and play and work more happily, especially in the family
- To rear and care for their children more successfully
- To feed and clothe and house themselves and their families more adequately
- To use their resources of time, energy, and money more thoughtfully
- To care for the sick, the aged, and the handicapped in the home more skillfully than they could or would if they had not taken home economics¹

In a democracy the edict of one person does not usually carry sufficient force to bring about a change, rather, group changes are brought about because of cooperative group action. The family is the first laboratory in which the individual learns that through group action common goals can be achieved. Working as a class or in smaller groups within a class, home economics classes can provide practice in using cooperative effort to arrive at solutions to group problems. This experience is provided when young people work in groups to prepare and serve meals, or when four or five students are encouraged to experiment with alternative methods for solving a common problem, such as laundering a garment or selecting a piece of household equipment. Such simple things as seeing that students assume responsibility for the care of the equipment in the classroom, listen attentively to the ideas expressed by their classmates, and "pitch in" to help get a foods laboratory in shape for the next class when things have gone a bit off schedule—all of these are avenues you can utilize to give practice in cooperative action to solve a problem of common concern.

Sound decision making

A democratic society depends upon intelligent decision making as the means for achieving answers to problems. Western culture places value on the process of rational decision making, hence, education in

¹Ivöl Spafford "The Philosophy, Purpose, and Scope of Home Economics," Bulletin of the National Association of Secondary School Principals, *Home Economics in the Secondary Schools* Washington, D.C. Volume 37, Number 196, October 1953, pp 15-18

the American culture is obligated to become education for choice making Margaret Mead has said

we must turn all of our educational efforts to training our children for the choices that will confront them Education instead of being a special pleading for one regime a desperate attempt to form one particular habit of mind which will withstand all outside influences must be a preparation for those very influences The children must be taught how to think, not what to think. They must be taught that many ways are open to them no one sanctioned above its alternative and that upon them and upon them alone lies the burden of choice²

If the home economics classroom is to help boys and girls learn to think rationally—to make intelligent choices—opportunities for making choices must be a part of the daily classroom routine You will need to take the time to help your students become aware of the process of decision making Much of the time spent in the classroom will be devoted to some phase of the decision making process Yours will be the task of helping your students become aware of the decisions that normally need to be made in family living, of helping them think through alternative means for arriving at a decision, of finding information and knowledge essential to the intelligent choice of an alternative of developing some skill in selecting an alternative and carrying it to the point of action and of helping them see the necessity of assuming responsibility for the consequence of their choice Most teachers recognize that a greater part of their teaching is geared toward choice making they need to be equally concerned that they are helping students become aware of that choice making and of the process they use in arriving at a decision

Teaching of the decision making process is feasible in any number of classroom experiences A home economics teacher can help students become aware of some of the many decisions homemakers make daily and at the same time help them to recognize the process used for making a decision The following illustrates a decision making situation with which one teacher and her class were faced and the process they used for arriving at a decision

Situation Planning session for meal preparation laboratory

Decision to be made Kind of pie for dessert

Alternatives considered

- 1 Make the pie "from scratch"
- 2 Purchase a frozen pie

² Margaret Mead "Coming of Age in Samoa," *From the South Seas* p 248 Copy right 1928 1930 1935 and 1939 by Margaret Mead. By permission of William Morrow and Co New York, N Y

- 3 Purchase a bakery pie
 - 4 Purchase premixed pastry and filling
- Choice Purchased bakery pie

Reason for choice Class time was limited, therefore, it would not be possible to prepare the pie and the other foods that were planned for the meal. Students had little or no skill in making pie so possibilities for making a satisfactory product in limited time were slim. Added cost for bakery product was not a limiting factor; the quality of a ready baked product was acceptable to the group.

Consequences of action taken

- 1 Girls did not learn to bake a pie—one of the outcomes they had earlier expressed an interest in achieving
- 2 Spending the extra money for the ready prepared pie meant they had less money to spend in the next meal
- 3 Meal was completed in allotted class time, in general, it was nutritious, attractive, and satisfactory

This teacher might have encouraged the class to try out each alternative as a means of providing them with knowledge, information, and skill for making a similar decision in another situation. She did, however, help them to recognize the kind of decision they were making, the alternatives that were available, and the consequences of their decision. Can you see how you might use this same procedure for developing understanding and use of the decision-making process?

Effects of technological changes

Western society is oriented to science and technology and to the changes they produce. Technological developments have brought about and will continue to bring about drastic changes in the socio-economic setting of the family. During the past few decades, because of increased industrialization, families increasingly have become consuming rather than productive units. Ease of transportation has made families mobile. Increased scientific knowledge has changed the population picture—people live longer, marry earlier, and have more children. Roles of family members are changing—women work outside the home, children earn spending money at an earlier age yet, paradoxically, remain economically dependent for a longer period of time, and men share in home-making activities. Advances in mass media and communication have raised the levels of aspiration of all people—seeing, hearing, and knowing what others have and what is available has increased wants. Increased technology and mass production have created changes in the economic structure that have resulted in rising income levels, more ample and varied consumption, increased leisure, and the use of material gains to promote better living conditions. Change is inevitable in a tech-

ological world. One of the primary obligations you will have as a home economics teacher is to help your students adjust to and adapt changes that affect the family. Helping them to accept material changes will be relatively easy, in the realm of accepting the changes in family values and goals that result from technological change, your job will be much more difficult. People are willing and eager to have the latest model in a gas, electric, or electronic range, they are much less willing to change the way they rear their children.

Technological changes have made individuals, families, communities and worlds increasingly interrelated and interdependent. It is no longer possible to exist completely independent as a family or, for that matter, as a nation. What happens to one family has ramifications for other families, scientific innovations developed in the United States have direct implications for the way of life of family members all over the world. Increased mobility has increased the possibility that an individual will live some part of his life with or among people whose way of life is considerably different from the pattern of living into which he was born. Educators are obligated to help boys and girls understand the culture of other peoples—the way they live and why their ways of meeting basic needs are satisfactory for them. You, as an educator in home economics, can help students acquire this understanding through many aspects of home economics. For example, when studying child development, your students may do comparative studies of child rearing practices of various families within their own community or those of families of other nations. Food units can be built around meals eaten in other countries. Understanding meal patterns of other cultures aids in broadening the horizon of understanding. Through food habits, your students can better understand the tempo and ways of living in other lands.

Curriculum guides developed by leaders in home economics education reflect an understanding of and a desire to meet what are believed to be the important needs of a particular society at a designated time in history. The way you interpret these needs and implement them in the learning experiences you plan for your students determines whether or not they will be met.

Understanding Human Growth and Development

Basic to setting the stage for learning is a keen understanding of how human beings grow and develop. Through the combined efforts of many disciplines, but primarily those of psychology, sociology,

physiology, and human development, there is now available a reliable body of knowledge that has facilitated this understanding. Continuous research in human behavior will add to this important area of knowledge. Many of the changes in educational procedure during the past few decades have come as a result of implementing human behavior research findings.

Currently there are many basic guides that we can use to attain a better understanding of human growth and development. Basically, they evolve from the theoretical construct that every individual is unique—he grows at his own rate, has his own pattern and ultimate level and develops as a whole person through simultaneous and interrelated physical, mental, emotional, and social growth. A theoretical framework commonly used by home economists as a basis for program planning relative to human growth and development is the developmental task construct.

Havighurst defined a developmental task as

a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks.²

The developmental task approach has as its framework research and knowledge concerning the physical maturation of humans, identification of those cultural processes peculiar to a particular social setting that demand certain kinds of behavior from individuals at particular times in their lives, and insight into the interaction of those organic and environmental forces which, for each individual, cause him to emerge as a unique personality or self. The concept of developmental tasks is a usable guide for home economics educators because it helps them to identify and state the purposes of home economics as they relate to individuals. At the same time it makes possible placing a specific learning at a time in an individual's life when he is ready to achieve that particular learning.

Developmental tasks of adolescents

Because a large part of your home economics teaching takes place when the individual is an adolescent, you will need to be most familiar with the developmental tasks of adolescents. Havighurst has identified these as

² Robert J. Havighurst, *Human Development and Education*. New York: Longmans Green, 1953, p. 2.

- 1 Achieving new and *more mature relations of age mates of both sexes.*
- 2 Achieving a masculine and feminine role
- 3 Accepting one's own physique and using the body effectively
- 4 Achieving emotional independence of parents and other adults
- 5 Achieving assurance of economic independence
- 6 Selecting and preparing for an occupation
- 7 *Preparing for marriage and family life*
- 8 Developing intellectual skills and concepts necessary for civic competence
- 9 Desiring and achieving responsible behavior
- 10 Acquiring a set of values and an ethical system as a guide to behavior ⁴

The home economics class can help an adolescent work toward the achievement of a number of his developmental tasks. Its primary purposes, however, can best be realized through contributing toward achievement of two tasks, namely (1) achieving the masculine or feminine role, and (2) preparing for marriage and family life. In a society in which the lines of demarcation between masculine and feminine roles are becoming less distinct, the first task becomes more difficult to achieve. This is less true, perhaps, for boys than for girls. The normal social expectation for girls is that of assuming the wife mother role. In today's world where women also assume the career role, there are evidences that women are somewhat reluctant to place value on the homemaker role—point in fact, the manner in which a number of women proclaim that they are "just a housewife." There are indications that although most teenage girls want and expect to be married, a very few want to be homemakers. Real efforts need to be made in classes of home economics to help girls recognize and clarify their feminine role. In units on "Understanding Self," some time can be devoted to study and discussion of accepting a feminine role, chapter meetings in the New or Future Homemakers of America or other home economics oriented clubs might well have meetings devoted to this subject. Women in the community who have been successful in the accepting of their feminine roles could serve as excellent resource persons in both instances.

Preparation for marriage and family life requires that a girl have a positive attitude toward family living and having children, it also requires that she be both willing and able to assume and perform the many routines essential to successful home management and child rearing. Home economics is basically oriented toward helping individuals in the achievement of this task. Class activities relative to

⁴ *Ibid.*, pp 111-158.

TABLE 6

Developmental Characteristics of Youth Significant to the Homemaking Education Program *

Early Adolescence		Middle Adolescence	Late Adolescence
More rapid development of motor functions in girls than in boys	More stable physical growth	Physical growth and development to or near the adult stage	Physical growth and development to or near the adult stage
Earlier maturity in girls than in boys	Boys' growth equal to that of girls	Sensitivity on the part of some over increased size	Sensitivity on the part of some over increased size
Unevenness of physical growth leading to fears and worries	Great craving for food, appearance of peculiar ideas about food	Continuation of large appetites but increased interest in diet and exercise	Continuation of large appetites but increased interest in diet and exercise
Social relationships change from the "gang" to one or two "best friends"	Less consciousness of body changes, better acceptance of these changes	Physical coordination and dexterity equal to or exceeding that of most adults	Physical coordination and dexterity equal to or exceeding that of most adults
Sensitivity over characteristics not accepted by the group	Embarrassment over skin disorders	Disappearance of most differences in maturity between boys and girls	Disappearance of most differences in maturity between boys and girls
Craving for food leading to digestive disturbances from overeating	Tendency (in girls) to worry about certain physical conditions	Continued sensitivity over skin disorders	Continued sensitivity over skin disorders
Increase in concern over skin disorders	Improved body coordination and posture	Maintaining attractive appearance now an accepted routine	Maintaining attractive appearance now an accepted routine
Short interest span	Strong desire (in both sexes) to be attractive, and to conform to group standards	Increase in close friendships	Increase in close friendships
More social interest on the part of girls than of boys	Increased assumption of responsibility for maintaining good health habits, resentment over parental advice about health	Dating and "going steady" now common practices	Dating and "going steady" now common practices
Little interest in neatness and cleanliness	Greater interest in sports	More attention given to ways of earning a living	More attention given to ways of earning a living

Strong desire for security, for friends whom they like and who like them, for approval from adults	Growing preoccupation with the social value of attractiveness	Eagerness to become self sufficient and self-supporting
Increased desire for strong bodies, in order to excel in sports	Resistance to parental control, growing assertion of independence	Increased desire for status in the adult world, outside the family group
Interest in independence, but not to the point of giving up the security of dependence	Impatience—in girls, with lack of skill in social situations—in boys, with mechanical failure in material things	Prestige seeking by both boys and girls
Tendency to associate with members of the same sex, to form attachments for friends or for older persons	<i>Occasional dating, girls tend to date older boys</i>	Interest in being different, rather than being "just like" each other
Importance of family status and security	Increased desire to work at jobs that pay wages	More discrimination in choosing friends
Importance of being like others	Beginning of concern over adult problems	Serious thought given to the qualities desired in a prospective life partner
Interest in doing things with the hands	More social maturity in girls than in boys	
Interest in earning money by doing odd jobs	Group feeling remains strong	
Strong desire to prove they are growing up	Satisfaction taken in individual accomplishments that receive recognition of the group	

clothing, feeding, and housing the family can be geared toward the achievement of this task. Home management units that deal with the economical use of available working capacity, money, and materials provide knowledge necessary for competence in this task. Child development and family relationships can both make major, direct contributions toward the development of a positive attitude toward family and child rearing.

Not all of the developmental tasks of youth are equally pertinent to home economics programs. Some progress toward the achievement of all the tasks identified could be realized through your classes, however, your concerted efforts might best be aimed toward those tasks that are uniquely relevant to your area of educational endeavor.

A considerable number of research findings relative to the needs, concerns, and interests of human beings at different age levels are available. Home economics educators usually become familiar with the findings of a number of studies in human behavior when they plan or re-evaluate a home economics program. Through a state-wide study, the leaders of one state identified areas of developmental tasks, behavior of human beings, and needs, concerns, and interest of youth. They formulated a table of developmental characteristics of youth that was used as one basis for developing a home economics curriculum guide for their state. The characteristics that they considered significant for home economics education are shown in Table 6.

Application in program planning

A study of the developmental characteristics cited will give you many cues for effective teaching. For example, knowing that the interest span of the early adolescent is short and that he is interested in doing things with his hands, you can plan some classroom learnings that involve use of the hands but that, at the same time, can be achieved in a short period of time. This is why, in clothing construction at certain age levels, it might be wiser to plan to have your girls make simple aprons or skirts rather than more complicated dresses or blouses.

The developmental characteristics chart also gives you important cues for sequence of home economics learnings. While most girls during middle adolescence are dating, few are seriously considering the selection of a prospective life partner, hence, preparation for marriage units are more effective if taught at the later adolescent level, rather than during the middle- or early adolescent period. You may want to check the proposed home economics plan for your school against a

developmental chart to see if you are reaching students at the most teachable moment.

Developmental needs have been identified for all age groups. Because they differ somewhat depending upon the socio-economic setting as well as the age, you will want to be familiar with those tasks that are especially pertinent to the group you are teaching. Understanding the developmental needs of people will help you to determine the scope and sequence of your home economics program, that is, it will help you determine what to teach when.

Understanding How People Learn

Learning is changing behavior, when an individual learns he changes his way of behaving. Learning results in acting or thinking in a different way than was done previously, this implies change in relation to certain specific goals. Motivation is the basic key to behavior change. One of your tasks as the teacher is to motivate others to want to learn. This will be possible if the learners share the same goal toward which you are teaching. Each learner seeks certain goals and their resultant satisfactions, you will seek to help him learn what he wants to learn, but at the same time you are also obligated to help him learn what your training and experience have indicated is significant and pertinent for him to learn. Pupil teacher planning and pupil teacher problem solving are based upon the learning principle that in order to learn the individual must want to learn. The learning should be directed toward his goal, achievement of the goal will give him greater satisfaction than not achieving it. Learning is not something that is done to students, rather, it is something that students do to themselves—they change. This necessitates involvement of the learner—he needs to be involved in setting the goals and in selecting the learning experiences geared to the attainment of these goals. This is why you elicit information from your students as to what their concerns and interests are and why you want them to participate in a particular learning experience.

The process of changing behavior

An understanding of the factors that are important in the explanation of human behavior is essential to the understanding of learning. This necessitates seeing how perception and cognition fit into a theory of human behavior and discovering those factors that seem to arouse motives and establish the goals that persist in a specific situation. In particular, it is important to see how certain behavior that is

consciously directed toward a goal is chosen and geared toward action which results in attainment of the goal Baldwin explained this model of behavior change in this way

There are three main sections in the model cognition goal selection and goal directed behavior The first section is concerned with the process of knowing what the situation is like Cognition includes perception of the immediately perceptible aspects of the environment and also processes of making judgments or inferences about remote parts of the situation

The second section is concerned with the process of goal selection An individual does not constantly have the same goals In any specific situation one or several motives may be aroused We must therefore discover what situational factors tend to arouse what kind of motives Not all motives are realized in overt behavior Some are inhibited, are ignored because they are unimportant others are too difficult even to try to satisfy Some motives, however, do establish a goal that the individual tries to attain

The third section is concerned with goal attainment or goal-directed behavior Once a goal is set there are often alternative ways of trying to achieve it The selection of the means to a goal, the carrying out of this means and the guidance of the ongoing behavior toward the goal are all involved in goal-directed behavior³

Handrances to learning

Decisions are made in relation to an immediate or ultimate goal that the individual wants to achieve The selection of one goal is related to the particular motive or motives that are evoked. However, all motives do not result in action toward goals When two or more motives are aroused at the same time, action does not result If the motives are in conflict, satisfying one will mean frustrating the others This is exemplified in the decision the teacher of home economics makes relative to the acceptance of workmanship standards Often the standards of work she is willing to accept are quite different from those that are acceptable to her students She is torn between forcing the individual to accept her standard based on the belief that her training in home economics has given her a yardstick for measuring workmanship standards, and allowing the learner to evolve his own standard, based on the belief that the individual has the right to choose his own standard because he is the one who must bear the consequences of the choice When motives are in conflict, the individual may choose one and disregard the other, try to satisfy each in turn, or come to no decision and take no action

Inaction may also result because motives are inhibited. Inhibition

³ Alfred L. Baldwin *Behavior and Development in Childhood*. New York Holt, Rinehart and Winston, 1955 p 115

may take place because the individual is able to foresee the consequences of satisfying a particular motive. The teacher of home economics may be able to see, for example, that forcing her students to accept her workmanship standard may result in a breakdown of student morale, she may, therefore, choose to take no action in forcing what she believes are acceptable standards of workmanship.

Inhibition may also occur when an individual respects a rule that condemns a specific behavior. The school policy that prohibits youngsters from talking with one another during study hall is usually upheld by teachers even though in some cases they are certain that allowing some persons to talk to one another would result in more efficient use of time and facilitate learning. In this case the decision is made in favor of following the rule rather than an action which would result in what the teacher might feel to be better learning for the students involved.

At times, wished for goals are impossible to attain or may be attained without action. The desire to be able to help each student individually or to gear the curriculum toward meeting individual differences is very important to many teachers. Yet the impact of large classes crowded into too-little space for limited periods of time make this wished for goal too often impossible to achieve. On the other hand, the ability to apply principles learned in class to his own individual needs is sometimes attained by the learner through no particular action of the teacher.

The weighing of several motives and the decision to act on one motive in particular is characteristic of goal directed behavior. It requires a measure of maturity. Whether or not a motive will result in action is determined by the factors of strength of motive, possibility of success, self confidence of the individual, and the ability to make a choice and disregard other motives.

One cue from the cognitive map is self-concept, a picture of the person himself as he sees himself. The decision to act or not to act frequently reveals a great deal about how a person perceives himself. Each step in the behavior process depends upon certain characteristics of the external situation, as perceived or cognized by the individual.*

Individuals learn if they want to learn, this is the moral of the adage, "You can lead a horse to water but you can't make him drink." So it is with your students, you can guide them in learning, but you cannot make them learn. They themselves must want to change their present ways of behaving or thinking. Hence, learning is dependent upon

the intent of the learners to learn. This intent is related to the pre-conceived ideas the learner has about the learning situation, which are partly the result of his past experiences, to how he accepts the new message (information in the sense that it is the structured experience provided in a school setting), and to what the learner does with the message. A teacher has the task of attempting to know to some degree what ideas a learner has in relation to a particular home economics learning and to plan learning experiences so that the information gained will actually change his preconceived notions, thus changing his behavior.

Factors contributing to learning

What can you, as a teacher, do to set the stage for your students to learn? Among the factors that contribute to learning are the following.

1. DETERMINING WHAT IS REASONABLE TO EXPECT STUDENTS TO LEARN. In order to learn, it is essential that what is being determined as an educational outcome is possible as a learning product. For example, learning what kinds and colors of clothing to select in order to be clothed attractively and appropriately is a possible learning product for home economics teaching, on the other hand, changing body structure or facial features in order to be more attractive is not a possible educational outcome. Understanding how people learn can help us determine what is possible for people to learn.

2. PROVIDING OPPORTUNITIES FOR THE STUDENTS TO PRACTICE WHAT THEY ARE LEARNING. Understanding how people learn is essential, too, for knowing what conditions are most conducive to effective learning. For instance, studies indicate that if an individual has the opportunity to put into actual practice that which he is learning, he is less likely to forget what he has already learned while he is increasing his amount of knowledge. You apply this learning principle when you reinforce what the student has done at home in the classroom experiences and when you encourage him to practice at home what he has learned at school. In reality, the home experience program in home economics is built upon this premise. If the learner has the opportunity to put into practice in daily living what he has learned at school, and is encouraged to do so, the possibilities that his behavior will change—that he will learn—are greatly enhanced.

3. PLANNING EXPERIENCES THAT ARE SATISFYING AND CONSISTENT WITH PREVIOUS LEARNING. Learning is more apt to take place if what is being taught is consistent with other learning experiences the learner has had. Similar learnings tend to reinforce one another, inconsistent learn-

ings tend to frustrate or cancel out one another. Understanding this learning principle is basic to the effective teaching of home economics. Nearly all students have had some experience in family living—all have had experiences in feeding, clothing, and housing themselves, all are the products of some child rearing practices, all have shared in human interaction in a group setting. You can make learning for an individual more possible if you know and understand some of the homemaking experiences he has had. This gives you the basis for starting where the student is and some cues for where and how far you can take him through classroom learning experiences. Implementing this learning principle is what is meant by the advice "Make the learning realistic and functional." This principle of learning implies that home economics subject matter can be learned readily because, for most people, it is not a completely new and unfamiliar kind of learning. On the other hand, to change behavior in relation to family life is not simple for often it requires that the learner unlearn as well as learn. The new learning will need to be considerably more satisfying than the old if this is to happen.

You can set the stage for more effective learning in your classroom when you know from what kind of home a student comes and adapt your program to what you know. At the same time, you have an obligation to add to the experiences he has had at home, to point out alternative ways for solving homemaking problems, to acquaint him with some possible outcomes or consequences of the alternatives considered, and to help him accept and adapt to change. Acceptance of change is more likely to take place if it is built upon previous learning—that is, past experiences in which the learner has participated and which have resulted in either satisfying or dissatisfying results for him.

4 CAPITALIZING ON THE MULTIPLE OUTCOMES OF A LEARNING EXPERIENCE A single learning experience results in multiple outcomes. You will want to capitalize on this learning principle as you plan learning experiences for your classes. For example, the desired outcome for your students, toward which you are directing your teaching in a particular lesson, may be the preparation by the student of a simple breakfast for two in a limited time period. While the student is preparing this breakfast in the allotted time, it is possible for many other learnings to be taking place. He may be learning to prepare the breakfast, he may be learning how to use special time saving equipment. At the same time he may be learning to be inefficient in the use of energy, to waste food, or to accept a product that is less than standard in quality. It is also possible for him to be learning either good or poor

ways of working with others toward the solving of a common problem. There are a number of outcomes that are possible in just this single learning experience. As teachers we need to be more aware of the possibilities for learning inherent in a particular learning experience, and, most important, we need to use that learning experience to its greatest potential. If teachers took the time to have students look at a single learning experience and recognize what is possible for them to learn from it, to have them evaluate that same experience in terms of what they actually did learn, and draw some generalizations from the experience that would be applicable in another situation, *learning would be greatly facilitated and would be more efficient and effective.*

5 HELPING STUDENTS APPLY THEIR LEARNINGS TO NEW SITUATIONS. Transfer of learning, that is, being able to apply what you learn today to a future time and a different situation, requires that one be capable of seeing relationships and making generalizations. This necessitates that he be aware of the similarities in situations and that he is able to take a number of specifics and reduce them to a general mode for attacking problems. *One of the major jobs in teaching is helping students acquire this competency.* Every learning experience ought to result in the learner becoming aware of the kind of generalization he is using to guide his particular action or actions. A generalization might be described as a principle that the learner will go on to use in a number of situations, a general attitude or value judgment applicable to a number of situations, or a method of operating that is usable in a number of situations. Figure 2 schematically defines a generalization.

When careful examination of a number of related but different specific situations reveals a common concept of "truth," that inference, if mutually applicable in all cases, is called a *generalization*. This relationship is shown in the diagram in Fig. 2. The solid lines indicate reciprocity between individual cases and fundamental inferences. This generalization has been identified as a result of the inductive process of reasoning. In turn, after its acceptance as a basic concept, the generalization can be applied to and used in understanding other related but different specific situations. The dotted lines above indicate the reciprocal relationships between the generalizations and their uses in *interpreting and understanding* particular cases. This action is a result of deductive reasoning.

One teacher helped her class draw generalizations and see relationships from a particular learning situation through this student analysis of a classroom experience.

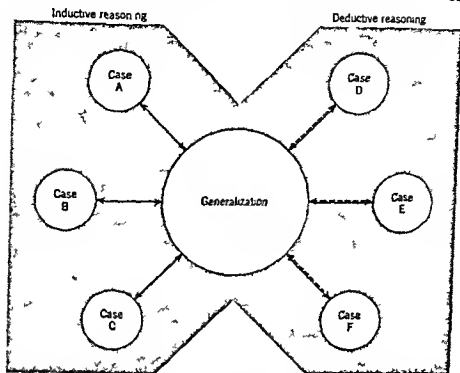


Figure 2 Schematic definition of a generalization Contributed by Dr Louise Gentry Home Economics Education, Colorado State University Fort Collins Colorado

What we did and learned today:

We talked about the observations we made of 6-year-olds—our brothers and sisters the children in the neighborhood, the first grade here in school and a Sunday school class We noticed that not all the children were the same size some acted more grown up than others some could read and write better than others

We read in our textbooks about the way children grow In the reports that were given in class all the books seemed to say the same things about child growth

We brought our baby books and compared what we were like when we were a certain age Some of us walked when we were 8 months old some of us did not walk until after 18 months, but we all walk O K. now—it didn't make any difference

What it means to me

People don't all grow up in the same way Some grow faster than others Every person has his own pattern of growing.

Where I can use it again!

I can remember this when I worry because I'm taller than most of the kids in our room.

When I'm baby sitting, I won't expect all of the kids to want to do the same things my 6 year-old sister does, just because they're 6, too.

When I'm a mother, I won't expect all my children to do the same things at a certain age. If the second one doesn't learn to walk as soon as the first one did, I won't think he's not going to be as smart.

By no means is the foregoing discussion exhaustive—it has merely highlighted some of the accepted ideas about how people learn. The emphasis here has been on how people learn as individuals. Chapter 8 discusses how individuals learn in groups. As a teacher you will benefit from formulating for yourself, from your background of educational psychology and your past experiences, a set of learning principles by which you can operate in developing classroom experiences from which your students can learn.

The Subject Matter of Home Economics

The home economics teacher today functions in five distinct subject-matter areas. These are family and child development, home management and family economics, foods and nutrition, housing, home furnishing, and household equipment, and clothing, textiles, and related art. From the content of these subject matter areas her students gain information, knowledge, skill, and practice that enable them to (1) provide a home environment conducive to satisfying family life for all members at all stages of the life cycle, (2) nurture the young and foster their healthy growth and development, (3) direct consumption of food, clothing, housing, and other goods and services toward meeting physical, social, and psychic needs, (4) form intelligent decisions concerning the use of material and human resources and accept responsibility for the outcomes of decisions made, and (5) perform the physical work of homemaking in such a way that it contributes effectively to furthering individual and family goals.

In your college classes in home economics you have had courses in each of these subject matter areas. These were oriented toward giving you technical information for both personal and professional use. In some cases you have had a series of courses in one subject matter area, each course built on the previous one, and the total has given you highly specialized training in the area. Your role in teaching home economics at a level lower than the college level will not be the same as the role of the college teacher of specialized subject matter in home

economics The college teacher is concerned primarily with preparing professional persons in home economics, you are concerned primarily with orienting your teaching toward making contributions to better family life through the various areas of home economics for persons who are, in the large part, not going to be specialists in the field but who are going to be using what they learn in their day-to-day living as family members

Although you will vary the organization of the subject matter according to the level of education at which you are operating, the content that is taught generally in home economics classes below the college level includes the following

Family and child development

- Brother sister, husband wife, parent child relationships

Children's play

- Toys, music, art, stories for children

- Roles of family members

- Child behavior, guidance and care

- Preparation for marriage

- Responsibilities of family members to one another and to group

- Prenatal care

- Growth and development throughout the life cycle

- Responsibilities of an adult in family and community

- Welfare of children in home, school community and world

- Responsibilities and privileges of wife mother homemaker role

- Family health and care of minor injuries and illnesses

Home management and family economics

- Management process

- Decision making processes relative to the home and family

- Clarifying and defining personal and family values, standards, and goals

- Assessment and allocation of family resources

- Personal and family financial management

- Work capacity management

- Work simplification techniques

- Family consumption and marketing

- Standards and levels of living

Food and nutrition

- Personal and family food needs

- Planning, preparation, and service of nutritious family meals

- Food habits and practices—one's own, differing families, in other cultures

Table manners and service

Buying food

Food production, conservation, and preservation

Food for special occasions

Special food problems of family members—infants, young children, pregnant and lactating mothers, elders, and the sick

Clothing, textiles, and related art

Selection of clothing appropriate for the various roles one plays

Simple construction techniques

Laundrying and storage of clothing

Buying household textiles

Buying personal and family clothing

Use and care of fabrics

Art principles applied to clothing and the home

Motivations for clothing decisions

Housing, home furnishing, and household equipment

Care of home and surroundings

Safety and sanitation in the home

Space and equipment for various home activities

Arrangement and use of house space, home furnishings, and equipment

Convenience and efficiency in the home

Selection, use, care, and repair of home furnishings and household equipment

Home planning for family needs

Home selection

Housing conditions in the community

What you teach in each of the above subject matter areas depends upon several factors—the number of years of home economics that is offered in your particular setting, the level at which you are teaching, the amount of school time allotted to you, and the abilities, past experiences, and needs of your students.

Generally, the areas of home economics are not taught as isolated subject matter *per se*, rather, an area of home economics is used as a basis for the solving of a pertinent problem. Often, more than one area must be integrated into the problem solving approach. For example, "preparing and serving meals" involves information, knowledge, and skill that cut across several subject matter areas—food and nutrition, home management and family economics, housing and household equipment, and family and child development. It would be nearly im-

possible to illuminate effectively or solve family feeding problems without interrelating the content drawn from various areas of home economics

The kind of society in which we live and its needs, changes, and trends in environmental setting, information and knowledge about how people grow and learn, and the subject matter content of the field gives to all home economics programs a commonness of purpose and procedure. It is in the implementation of that program to meet the specific needs of particular groups of people in selected settings that variation exists and is essential. Leaders in home economics education at city and state levels have considered these factors and have developed curriculum guides for home economics education that suggest emphases appropriate for different age levels, learning experiences that are geared to these emphases, resources to which a teacher might turn for help in carrying through these learning experiences, and some ways for securing evidence for evaluation purposes. The state or city curriculum guide should be your first source as you begin to develop a local program of home economics. Yours will be the task of adapting the basic state or city program of home economics for your particular students.

ESSENTIALS OF PROGRAM PLANNING AT THE LOCAL LEVEL

Home economics education is meaningful to people only as it changes their ways of behaving in the family setting. If your program of home economics is to be of value to the people whom it purports to serve, it will need to be focused on individuals in a particular family setting and will need to be cooperatively planned, executed, and evaluated by you and them. The essentials of program planning on the local level are (1) family centeredness, and (2) use of cooperative procedures by teachers, students, and, sometimes, parents.

Family Centered Teaching

What the student learns in home economics ultimately is used in a family—whether this is his own present family in which he is a child or teenage youth, the family in which he is a parent or adult member, if he is a student in an adult class, or the new family that he will establish when he marries. Each person brings to class his own frame

of reference for screening home economics learnings One such frame of reference is his family background—mother, father, siblings, the kind of house, food habits, attitudes toward money, and the like Your home economics class is much larger than its actual count, the “hidden” members of your class are the other family members of each of your students One of your paramount tasks before teaching your particular home economics classes is to find out as much as you can about the homes, families, and students with whom you will be working In Chapters 3, 4, and 5, we have presented a variety of ways for you to do just this Knowing the personal, community, and family background of your students will help you to make more calculated predictions concerning their actual needs and interests, hence, you can make your teaching more realistic and functional in their lives

McGinnis has identified the family centered teaching program as one that ¹

- 1 relates all phases of subject matter to the entire life cycle of the family
- 2 takes account of the cultural level or background from which family members come as well as the one to which they now belong
- 3 is based on knowledge of the conditions under which families are living today
- 4 emphasizes the changing roles of men, women, and children within the family group
- 5 relates all subject matter to costs in terms of personal or family resources
- 6 increases student's ability and confidence in making decisions and learning to accept the “rightness” of her own judgment in choice making
- 7 enhances the worth and dignity of each member of the family and decreases guilt feelings
- 8 develops competencies in the performance of routine homemaking tasks in ways which lead to enhanced respect for oneself and one's job
- 9 fortifies individual families to be free to set their own goals and make their own choices
- 10 emphasizes decision making wherein unity, rather than conflict and bitterness, results from differences
- 11 provides practice in group processes
- 12 includes learning experiences with children—from infancy through adolescence
- 13 provides help for young people who are disturbed or upset about their family backgrounds and experiences

Making your teaching family centered is a matter of focus and adaptation of learning experiences in light of that focus To be able

¹ Esther McGinnis, “Family Centered Teaching,” *Journal of Home Economics*, 44 9-12 January 1952

to do this, you will need an appreciation for and understanding of the families with whom you will be working. Adapting your home economics program in light of your understanding of these families will make your program unique.

One prospective teacher of home economics tested her ability to make a particular area of study family-centered by putting her thinking into writing prior to planning learning experiences for high school students. It appeared thus:

It is important that the home economics teacher teach students to maintain an adequate diet. Many teenagers do not realize the necessity of proper foods. Therefore, one goal of my foods class will be to teach the students how to plan, prepare, and maintain an adequate diet for themselves and their families. They can practice planning nutritionally adequate diets, they can incorporate this learning into their present families, and they should be able to feed their future families properly.

This goal should be attainable in the program for advanced high school students. Both boys and girls ought to be included because the role of the male is changing, nowadays, the male accepts some of the responsibilities of the home, including responsibilities centering around feeding the family. Through actual class participation, boys and girls will be able to accept and practice this trend by working together in groups.

The general topics to be studied will be principles of nutrition, management of work, money, and equipment allocated toward feeding the family, marketing, and skills for preparing and serving food. Emphasis can be placed on solving the particular managerial problems related to food that arise from limitations of time, materials, and money. Since my chief goal is adequate nutrition, the main portion of time will be spent acquiring knowledge about adequate diets. Preparing and serving food will be worked in with this phase. First, the principles of nutrition will be taught in relation to the students' needs. They will be shown how to determine the needs of their own families. While they are learning about diets for their families, they can also be taught to see the different nutrition requirements for differing chronological ages of the various members of the family. We might also explore feeding patterns in other cultural groups.

An important aspect of family centered teaching is pointing out to the students the importance of time and energy use. Time and energy utilization will be taught along with planning diets and preparing foods. It is important for me to consider the cultural background of my students and relate this to the teaching of budgeting. Students should be realistic about food costs and this will be brought out while planning diets. Cost analysis can be included with the diet analysis, so that students will become familiar with the actual cost of feeding a family. They will also be able to practice this in their own buying of foods. They can compare food prices when studying purchasing. The school lunch room will be an ideal place for them to evaluate food and food prices. They can keep track of what the lunch costs and then see what the nutritional values amount to. Although the main goal is to teach adequate nutrition, some marketing will be included. The topic of school lunches may be studied for several days. In class we can

consider the types of food available, preparation, techniques needed, and resources used. The students can figure nutritional value of several different lunches and then prepare a typical lunch.

As the teacher, I will have the responsibility of determining beforehand the socio-economic level of my students. I should know the emphasis that each family puts on food, so that I will then be able to gear my teaching toward the particular family. The students will gain practice in food selection, and will thus become more secure about planning, preparing, and selecting adequate diets. Each person should be able to plan diets suited to his or her own needs and those of the family. The students should be encouraged to plan diets which the individual family will accept. Toward the end of the learning experience, I should be able to see a marked change in the students' eating habits. I will listen for evidence that these food practices have been accepted in the students' homes.

One of the mental steps you will want to take before deciding upon a particular class experience for your class is that of checking to see if the experience meets some of the criteria for family centeredness. This is one way of assuring yourself that the learning will have meaning for your students and that it has potential for improving family living. One danger is that family centeredness can become too narrow—you must avoid placing so much stress on the learner's own family that he forgets his responsibility to other families in the community and around the world. Particularly in the study of nutrition, you have real opportunities to expand the social awareness and concern of students who live in a country of surplus food, and who have had little or no opportunity to observe the serious nutritional deficiencies that are common in other countries.

Cooperative Procedures

The home economics teacher who is concerned with making her program realistic and functional for the families in her community will use some techniques for stimulating interest and involvement in the planning and implementing of that program by those concerned—specifically, her students, and in some instances, their parents. Use of cooperative procedures helps to assure that a home economics program will turn out to be uniquely designed for a particular group. It results in more productive learning, since the intent of the learner is both identified and utilized. Important techniques for family living are being realized at the same time that new learnings are taking place, for much of living together in a family consists of group action to meet common goals or satisfy common needs. Hence, the home economics teacher is obligated to help her students understand the cooperative procedures she is using so that they can become familiar with the

method and utilize it in attacking real family problems. Allowing students to participate in the decisions to be made relative to their home economics learning gives them actual practice in the decision making process. If this process is understood and analyzed by the learners, and if intelligence is used to arrive at choices, the total experience will be characteristic of democratic practice. It will provide opportunity for practice in self-direction, cooperation, and creative thinking—all very important learnings. If cooperative procedures are used, students are more apt to be interested in what they are doing, more willing to assume responsibility for the action that is essential to carrying out the learning experience, and more likely to assume responsibility for the outcome of their choices, for they will understand what they are learning and why.

Planning with the students what and why they are learning is essential in local program planning. This in no way implies that the teacher's role is that of asking, "What do you want to do in this class this year?" and then proceeding to follow through on the students' suggestions. In the first place, this kind of question is usually not productive for group action—the students just *might* reply that they did not want to do anything! Secondly, this kind of question places the teacher, who has more experience, knowledge, and information concerning her subject matter area as well as an understanding of needs, concerns, and interests of individuals, in a position where she cannot utilize her background of training to its best potential for her class. The teacher does have a keen responsibility in involving her students in the planning and implementing of their learning experiences if she expects her program to be uniquely designed and geared to her particular class group, at the same time she must remember she is the *crucial* person in planning. How can she best carry out cooperative procedures to accomplish this end? Are there guidelines she might follow? Are there cautions of which she needs to be aware?

Pupil teacher planning for a particular class consists of at least three consecutive steps: (1) planning on the part of the teacher prior to meeting her class, (2) planning with students in the particular situation, and (3) reshaping plans made by the teacher in light of student suggestions. Each of these steps is important, none can be omitted if effective learning is the objective.

Teacher planning

Before meeting your classes for the first time each year, you should² make certain decisions and plans, for that matter, you need to do this every day that you teach. One of the most important decisions to be

and overlooking and ignoring suggestions that were in conflict to them, the class 'decided' to have the tea in the home economics room, write formal invitations to each mother, use the lace table cloth and have a centerpiece of fresh flowers—all ideas which I had neatly jotted down in my lesson plan.

It was in the planning of what the refreshments were to be that the pupil teacher planning broke down to the point that it was obvious to both the students and me I had visualized attractive tea cookies and punch as refreshments. When I asked the class what they would like to serve they suggested 'Cokes and bologna sandwiches' I tried, but I could get no one in the group to make any other suggestions. In desperation I finally told them that they had to make hot spiced tea and tiny icebox cookies. With this one girl retorted, "If that's what you wanted all the time why didn't you just say so to begin with instead of asking us to make suggestions that you weren't going to listen to anyway?"

In the follow up discussion of my lesson with the supervising teacher I asked her what I might have done differently. Together we decided that in reality I was neither willing nor in a position to allow the class the amount of free choice I had implied as I worked with them. The only choices I was both willing and in a position to allow them to make were (1) choice of kind of icebox cookie, (2) choice of hot tea punch, and (3) choice of work committee. The cooperative planning session would have been more fruitful and certainly more honest had I been aware of the limits and areas of actual decision making. I truly learned the difference between cooperative planning and teacher manipulation that day!

Planning with students

Because of your knowledge, experience, and specialized training in home economics you are in a position to help your students, during the pupil teacher planning session to recognize "where they are" in knowledge about home and family living, and give direction to where it is essential and possible for them "to go" in a particular class or during a particular day. You will want to go to the planning session with many ideas for class goals and activities.

Some teachers utilize checklists for eliciting the ideas of students. Other teachers find that an appealing three dimensional bulletin board can serve as the spring board for a planning session. A junior high home economics teacher prepared a bulletin board that depicted a house with a boy and a girl standing outside. Conversation captions around the boy asked "What do we do or what can we do to help at home?", around the girl "What goes on in there?" (See Figure 3)

On the board, the teacher listed possible home and family activities that the students identified. She felt free to add important ones they might have overlooked. Next, both teacher and students listed those activities for which the students currently assumed some measure of responsibility. Discussion led to making judgments concerning whether



Figure 3. Tackboard for cooperative planning.

new knowledge or skills were important to acquire. Problems needing special attention were recorded. With the help of the teacher, students decided upon some areas of new responsibilities that were needed. This class discussion proved to be a fruitful and exciting pupil teacher planning session.

Success in cooperative planning can be assured if the teacher (1) assumes the responsibility for playing the major decision making role by defining the limits of choice and making students aware of learning possibilities, (2) recognizes and respects each student's ideas and suggestions, and (3) involves each person in the clarification and identification of classroom objectives. Some cooperative planning is essential at the beginning of the year or prior to attacking a new problem. Also, new situations arising each day will necessitate a measure of cooperative planning.

Final planning

After your pupil teacher planning session, you will need to make the final decision as to exactly what objectives your class will pursue, how these will be accomplished and what means you will use for determining whether or not the objectives have been achieved.

You will want to put some of these plans into writing so that they can serve as your roadmap throughout the year. Many schools require that the teacher turn in her yearly objectives and a more detailed weekly plan for each school year. Special forms peculiar to the school setting are usually provided, in essence they usually request a noting of specific goal, method of teaching to be used or classroom experience to be provided, and references or resources to be used.

The amount of detail included in a problem or in a daily lesson plan will be dependent upon your knowledge about the special area and your experience. Even though you are confident of your knowledge and have had experience in working with young people, a measure of written planning is essential to good teaching for it forces you to clarify both goal and means for achieving it prior to meeting the class. It is much more efficient to define the alternatives and to predetermine the consequences by calculated consideration, rather than to pursue the matter by costly trial and error!

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7

DETERMINING HOME ECONOMICS OBJECTIVES

The crucial decision you will make as a teacher is that of determining what subject matter is suitable for presentation to the students assigned to you. Screening is a gigantic task. You must determine, from the vast amount of knowledge that is available for exploration in each area of home economics, the specific knowledge that is relevant, pertinent, and essential for a particular group of people in a particular community at a particular time in history. How do you determine precisely what shall be taught? Why is it essential to be able to define and state exactly what it is you want to accomplish in your classes of home economics? In this chapter we shall discuss these questions and their ramifications.

The teaching of home economics involves three basic and consecutive steps. These are (1) determining and stating objectives encompassing home economics content and a specific behavior change desired in the learner, (2) providing the kinds of experiences that make possible the attainment of these objectives, and (3) seeking pertinent and reliable evidence for deciding whether these objectives have been achieved. The crux of this process is the determination and formulation of objectives. A definitive set of objectives will tell you what you should teach and how you should teach it, and will help you find out what you have taught.

WHAT ARE OBJECTIVES?

Different people have different ideas as to just what constitutes an objective. For one home economics teacher, an objective meant a

definite standard which her students were to achieve through the kinds of activities she provided for them. In her classes students made garments, prepared specific food products and put them together in meals, drew floor plans for houses, painted color wheels, and participated in other similar activities. In relation to each activity, the teacher knew precisely what standards she expected her students to achieve. For example, a garment was to meet clearly defined specifications—zipper inserted according to a prescribed procedure, the finished product to look as nearly like that which the teacher had demonstrated as possible, etc. Students were judged in relation to whether they had arrived at the standard prescribed.

Another teacher described an objective as the *end toward which each activity that she planned for her students was directed*. For her an activity might result in a student achieving a fixed level of achievement, on the other hand, it might only help a student to come nearer this destination rather than to reach it. She, too, provided for her students experiences in garment construction, food preparation, housing, and similar classroom activities. But where the first teacher expected a specified level of achievement to be attained by each of her students and judged them accordingly, this teacher hoped that ultimately each of her students might arrive at a standard but recognized that in her particular class they might only make progress toward it.

A third teacher of home economics expected the learning experiences she planned for her students to *change their behavior in a particular direction*. Like the teacher in the first example, she provided them with a standard from which they might judge their level of achievement, like the teacher in the second example, she realized that relative to some kinds of learnings it was possible only for students to make progress toward a specific attainment within the framework of the time and physical limitations of a classroom. Unlike either of the other teachers, however, the third teacher expected her students to actually change their behavior—their ways of thinking, acting, and feeling—relative to a specific area. Not only did she want her students to learn the processes and skills essential for producing a satisfactory product in garment construction, for instance, but she expected them to use and adapt these processes and skills in their everyday living—as they made garments for themselves outside the classroom or as they altered ready made garments.

One high school student defined an objective quite simply when she said

Having an objective means knowing what you want and setting out to

get it. For instance I want a new sweater to wear to the sock hop next week I know that to get it I must get some extra money from my Dad this Saturday I've already set out to do that—I have talked about how just everyone will have a new sweater whenever Dad is around to hear me I've also used a little "buttering up"—I made his favorite dessert for supper last night did the dishes without having to be asked and even asked him what color sweater he thinks would make me look prettiest. You just wait and see I'll get the money to buy the sweater

In each of the situations described previously a definition of objectives is inherent *An objective is no more than a guide that one uses to determine a course of action the objective being the ultimate outcome of the directed action* If learning is changed behavior then the primary purpose of teaching becomes motivating and guiding learners to change their behavior Home economics education objectives then in order to give a sense of direction to teaching need to be defined so that they identify precisely the kind of behavior change that is being developed Concurrently this behavior change needs to be discernible in a prescribed realm of operation It is circumscribed by the subject matter content area and the situation in which it is expected to function Tyler said One can define an objective with sufficient clarity if he can describe or illustrate the kind of behavior the student is expected to acquire so that one could recognize such behavior if he saw it¹

Tyler continued

a satisfactory formulation of objectives which indicates both the behavioral aspects and the content aspects provides clear specifications to indicate just what the educational job is By defining these desired educational results as clearly as possible the curriculum maker has the most useful set of criteria for selecting content for suggesting learning activities for deciding on the kind of teaching procedures to follow²

There is little doubt that the high school student cited had a clear cut idea of what an objective was her objective directed and outlined for her precisely what she needed to know and do in order to achieve it, and what exactly would serve as a measure of whether she reached her predetermined destination! That working toward this objective did change her behavior is a relatively safe prediction to make If her "new behavior practices" resulted in a new sweater at another time

Ralph W Tyler *Basic Principles of Curriculum and Instruction* Chicago University of Chicago Press 1950 p 38

¹Ibid p 40

when she desires something from her father she will no doubt try the same techniques. If her actions did not achieve what she desired, she probably has arrived at some reasons as to why they did not lead to goal achievement. On the basis of these evaluations, she will determine her new objectives and her new strategies. In a very real sense, although she was perhaps unaware of the process, this student was actively involved in determining objectives and taking action to achieve them. Teaching is no more than this process applied to specific educational objectives usually carried out within the confines of a classroom and relative to a problem to be solved in an area of subject matter. It is in determining which objectives are most important to pursue that the home economics teacher arrives at the pinnacle of her teaching problems. In short, yours is the decision to make as to what ought to be done each hour and day that you teach.

Recent work in developing a taxonomy of educational objectives has facilitated the teacher's task of stating objectives in such a manner that they convey to others precisely what intended changes in behavior she is aiming toward in her students. The taxonomy orders phenomena (educational objectives) "in ways which will reveal some of their essential properties as well as the interrelationships among them."³

As currently organized, the taxonomy contains six major classes: knowledge, comprehension, application, analysis, synthesis, evaluation. The authors state "Although it is possible to conceive of these major classes in several different arrangements, the present one appears to us to represent something of the hierarchical order of the different classes of objectives."⁴

Brief descriptions of one of the classes of learning and its subclasses are contained in the condensed version of the taxonomy. This section, which deals with the cognitive objectives, includes those that are concerned with the recall and recognition of knowledge. A cognitive structure serves as the basis for comprehending and assimilating new ideas and concepts. Besides the cognitive objectives, a teacher should be concerned with the affective goals of learning—the feeling functions. Interests, attitudes, appreciations, and values are subjective aspects that cause people to accept or reject something without necessarily knowing why. A third area of goals toward which home economics teachers can help students develop is that of manipulative or motor skills.

³ Benjamin S. Bloom et al. *Taxonomy of Educational Objectives*. New York: Longmans Green, 1956, p. 17.

⁴ *Ibid.*, p. 18.

(Condensed version of *The Taxonomy of Educational Objectives*⁵)

Cognitive Domain

KNOWLEDGE

1 00 KNOWLEDGE

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material. Although some alteration of the material may be required, this is a relatively minor part of the task. The knowledge objectives emphasize most the psychological processes of remembering. The process of relating is also involved in that a knowledge test situation requires the organization and reorganization of a problem such that it will furnish the appropriate signals and cues for the information and knowledge the individual possesses. To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues, and clues which will most effectively bring out whatever knowledge is filed or stored.

1 10 KNOWLEDGE OF SPECIFICS

The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents. This material, which is at a very low level of abstraction, may be thought of as the elements from which more complex and abstract forms of knowledge are built.

1 11 KNOWLEDGE OF TERMINOLOGY

Knowledge of the referents for specific symbols (verbal and non verbal). This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.

- * To define technical terms by giving their attributes, properties, or relations
- * Familiarity with a large number of words in their common range of meanings

1 12 KNOWLEDGE OF SPECIFIC FACTS

Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. It may also include approximate or relative information such as an approximate time period or the general order of magnitude of a phenomenon.

- * Illustrative educational objectives selected from the literature

⁵ A direct quotation from *Taxonomy of Educational Objectives, The Classification of Educational Goals* Handbook I Cognitive Domain. Prepared by a committee of college and university examiners and edited by Benjamin S. Bloom. New York: Longmans, Green, 1956, pp. 201-207.

- The recall of major facts about particular cultures
- The possession of a minimum knowledge about the organisms studied in the laboratory

1 20 KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS

Knowledge of the ways of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the standards of judgment within a field as well as the patterns of organization through which the areas of the fields themselves are determined and internally organized. This knowledge is at an intermediate level of abstraction between specific knowledge on the one hand and knowledge of universals on the other. It does not so much demand the activity of the student in using the materials as it does a more passive awareness of their nature.

1 21 KNOWLEDGE OF CONVENTIONS

Knowledge of characteristic ways of treating and presenting ideas and phenomena. For purposes of communication and consistency, workers in a field employ usages, styles, practices, and forms which best suit their purposes and/or which appear to suit best the phenomena with which they deal. It should be recognized that although these forms and conventions are likely to be set up on arbitrary, accidental, or authoritative bases, they are retained because of the general agreement or concurrence of individuals concerned with the subject, phenomena, or problem.

- Familiarity with the forms and conventions of the major types of works, e.g., verse, plays, scientific papers, etc.
- To make pupils conscious of correct form and usage in speech and writing.

1 22 KNOWLEDGE OF TRENDS AND SEQUENCES

Knowledge of the processes, directions, and movements of phenomena with respect to time.

- Understanding of the continuity and development of American culture as exemplified in *American Life*.
- Knowledge of the basic trends underlying the development of public assistance programs.

1 23 KNOWLEDGE OF CLASSIFICATIONS AND CATEGORIES

Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental for a given subject field, purpose, argument, or problem.

- To recognize the area encompassed by various kinds of problems or materials.
- Becoming familiar with a range of types of literature.

1 24 KNOWLEDGE OF CRITERIA

Knowledge of the criteria by which facts, principles, opinions, and conduct are tested or judged.

- * Familiarity with criteria for judgment appropriate to the type of work and the purpose for which it is read
- * Knowledge of criteria for the evaluation of recreational activities

1 25 KNOWLEDGE OF METHODOLOGY

Knowledge of the methods of inquiry, techniques, and procedures employed in a particular subject field as well as those employed in investigating particular problems and phenomena. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

- * Knowledge of scientific methods for evaluating health concepts
- * The student shall know the methods of attack relevant to the kinds of problems of concern to the social sciences

1 30 KNOWLEDGE OF THE UNIVERSALS AND ABSTRACTIONS IN A FIELD

Knowledge of the major schemes and patterns by which phenomena and ideas are organized. These are the large structures, theories, and generalizations which dominate a subject field or which are quite generally used in studying phenomena or solving problems. These are at the highest levels of abstraction and complexity.

1 31 KNOWLEDGE OF PRINCIPLES AND GENERALIZATIONS

Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of value in explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken.

- * Knowledge of the important principles by which our experience with biological phenomena is summarized
- * The recall of major generalizations about particular cultures

1 32 KNOWLEDGE OF THEORIES AND STRUCTURES

Knowledge of the *body* of principles and generalizations together with their interrelations which present a clear rounded and systematic view of a complex phenomenon, problem or field. These are the most abstract formulations, and they can be used to show the interrelation and organization of a great range of specifics.

- * The recall of major theories about particular cultures
- * Knowledge of a relatively complete formulation of the theory of evolution

INTELLECTUAL ABILITIES AND SKILLS

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems. The materials and problems may be of such a nature that little or no specialized and technical information is required. Such information as is required can be assumed to be part of the individual's general fund of knowledge. Other problems may require specialized and technical information at a rather high level such

that specific knowledge and skill in dealing with the problem and the materials are required. The abilities and skills objectives emphasize the mental processes of organizing and reorganizing material to achieve a particular purpose. The materials may be given or remembered.

2.00 COMPREHENSION

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

2.10 TRANSLATION

Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from one language or form of communication to another. Translation is judged on the basis of faithfulness and accuracy, that is, on the extent to which the material in the original communication is preserved although the form of the communication has been altered.

- * The ability to understand non literal statements (metaphor, symbolism, irony, exaggeration).
- * Skill in translating mathematical verbal material into symbolic statements and vice versa

2.20 INTERPRETATION

The explanation or summarization of a communication. Whereas translation involves an objective part for part rendering of a communication, interpretation involves a reordering, rearrangement, or a new view of the material.

- * The ability to grasp the thought of the work as a whole at any desired level of generality
- * The ability to interpret various types of social data.

2.30 EXTRAPOLATION

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

- * The ability to deal with the conclusions of a work in terms of the immediate inference made from the explicit statements
- * Skill in predicting continuation of trends

3.00 APPLICATION

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied.

- * Application to the phenomena discussed in one paper of the scientific terms or concepts used in other papers

- * The ability to predict the probable effect of a change in a factor on a biological situation previously at equilibrium.

4 00 ANALYSIS

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

4 10 ANALYSIS OF ELEMENTS

Identification of the elements included in a communication

- * The ability to recognize unstated assumptions
- * Skill in distinguishing facts from hypotheses

4 20 ANALYSIS OF RELATIONSHIPS

The connections and interactions between elements and parts of a communication

- * Ability to check the consistency of hypotheses with given information and assumptions
- * Skill in comprehending the interrelationships among the ideas in a passage

4 30 ANALYSIS OF ORGANIZATIONAL PRINCIPLES

The organization, systematic arrangement, and structure which hold the communication together. This includes the "explicit" as well as "implicit" structure. It includes the bases, necessary arrangement, and the mechanics which make the communication a unit.

- * The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning
- * Ability to recognize the general techniques used in persuasive materials, such as advertising, propaganda, etc.

5 00 SYNTHESIS

The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

5 10 PRODUCTION OF A UNIQUE COMMUNICATION

The development of a communication in which the writer or speaker attempts to convey ideas, feelings, and/or experiences to others.

- * Skill in writing, using an excellent organization of ideas and statements
- * Ability to tell a personal experience effectively

5 20 PRODUCTION OF A PLAN, OR PROPOSED SET OF OPERATIONS

The development of a plan of work or the proposal of a plan of operations. The plan should satisfy requirements of the task which may be given to the student or which he may develop for himself.

- Ability to propose ways of testing hypotheses
- Ability to plan a unit of instruction for a particular teaching situation

5 30 DERIVATION OF A SET OF ABSTRACT RELATIONS

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.

- Ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations
- Ability to make mathematical discoveries and generalizations

0 00 EVALUATION

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

6 10 JUDGMENTS IN TERMS OF INTERNAL EVIDENCE

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

- Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.
- The ability to indicate logical fallacies in argument

6 20 JUDGMENTS IN TERMS OF EXTERNAL CRITERIA

Evaluation of material with reference to selected or remembered criteria.

- The comparison of major theories, generalizations, and facts about particular cultures
- Judging by external standards, the ability to compare a work with the highest known standards in its field—especially with other works of recognized excellence

Both *cognitive* learning and *affective* learning should have important places among educational objectives. Goals for affective learning are found in many curriculum guides. Perhaps one reason why home economics education has not made more progress in changing student behavior is that these objectives are rather intangible. Very often we

are not quite sure what we are trying to achieve, we have even less certainty about how to measure achievement. We might ask then "Is it possible to achieve the goals of affective learning in school?" We can only hope to make progress in this direction using our limited understanding of these intangible goals, possible ways of accomplishing them in a school program, and promising ways of measuring their accomplishment. Only through a concerted effort can we expect to deepen our knowledge and ability to help students in the realm of affective learning.

In light of the difficulties with which we are faced in trying to promote affective objectives, another question arises: "Why have we been so negligent about stressing cognitive learning?" The preceding version of the major classes in the cognitive domain should alert home economics teachers to recognize the many types of knowledge and understandings that can be taught successfully in the various areas of home economics. An increased emphasis on intellectual experiences in home economics classes might have many beneficial results—we could state goals that would be within the capabilities of our classes, we could evaluate accomplishments with more assurance that we are using valid and reliable measures, and we might encourage more of the college-bound students to become interested in taking at least one home economics course.

SOURCES OF HOME ECONOMICS OBJECTIVES

Where does the teacher of home economics go to find appropriate objectives for her home economics classes? Are there some sources upon which she can rely for help? Barton, in a discussion concerning the derivation of educational objectives, stated that the teacher should make sure that the approach being used to arrive at objectives fulfills the following criteria:⁴

1. Clearly recognizes that value judgments cannot be avoided whenever any aim is determined to be worthwhile
2. Leads through enough different kinds of data to protect the process of judging from unintentional bias
3. Gives appropriate weight to the values and objectives of the students themselves
4. Is based on sound psychology of learning

⁴ George E. Barton, Jr., "The Derivation and Classification of Objectives," *Journal of Educational Research*, 41: 634-635, April 1948.

To suggest that a teacher ought to locate and use already specified sets of objectives for the teaching of home economics would be more than foolhardy, even if it were possible to cite such a resource (and some may be in existence!), it would be most improbable that these would be appropriate, pertinent, and relevant to a particular class in home economics. There are several sources to which you might appropriately turn for specific guidance in determining the objectives for your classes in home economics. These are (1) information about students (discussed in Chapter 5), (2) the psychology of learning, (3) professional literature containing authoritative judgments and research findings on the nature and contributions of various areas of home economics, and (4) the philosophy of education and the experiential backgrounds of others in your school as well as of yourself.

Professional Literature on Home Economics

Home economics programs are organized to facilitate the achievement of the broad purposes of home economics. In varying degrees each individual who is a part of these programs expects to achieve these purposes. If this expectation is to be fulfilled, it becomes necessary to so focus and control the learning setting that these purposes are pinpointed and described so that they can be identified by all concerned.

Philosophy and objectives

The broad purposes of home economics, which are implemented through home economics education programs, have been formulated by many persons in many ways, yet, each group of statements contains a certain basic element—concern for the well being of individuals in a family setting.

Spafford and Amidon have identified the purposes of a home economics program at the secondary level as guiding those it teaches to

- establish values which will give greatest meaning to their personal, family, and community living
- create a home and community environment conducive to the healthy growth and development of all the members of the family
- achieve wholesome and satisfying interpersonal relationships within the school home and community
- use their resources to provide the means for satisfying needs developing interests and using capacities to attain the values and goals considered most worthwhile for the individual the family and the community
- develop mutual understanding and appreciation of differing cultures

and ways of life and cooperate with people of other cultures who are striving to raise their level of living⁷

For the fiftieth anniversary of the American Home Economics Association in 1959, the Philosophy and Objectives Committee formulated the following statement concerning the focus of home economics

Home economics is the field of knowledge and service primarily concerned with strengthening family life through

- educating the individual for family living
- improving the services and goods used by families
- conducting research to discover the changing needs of individuals and families and the means of satisfying these needs
- furthering community national and world conditions favorable to family living⁸

This same committee pointed out the direction toward which home economics programs should move

We believe that the clearest new direction for home economics is to help people identify and develop certain fundamental competences that will be effective in personal and family living regardless of the particular circumstances of the individual or family

Fundamental to effective living are the competences to

- establish values which give meaning to personal family and community living
- select goals appropriate to these values

- create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family cycle

- achieve good interpersonal relationships within the home and within the community

- nurture the young and foster their physical mental and social growth and development

- make and carry out intelligent decisions regarding the use of personal family and community resources

- establish long range goals for financial security and work toward their achievement

- plan consumption of goods and services—including food clothing and housing—in ways that will promote values and goals established by the family

- purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources

⁷ Ivol Spafford and Edna P Amidon *Studies of Home Economics in High School and in Adult Education Programs 1955-59* Voc D v Bull No 286 H E Ed. Series No 32 Washington DC U S Department of Health Education and Welfare Office of Education 1960 p 3

⁸ *Home Economics—New Directions A Statement of Philosophy and Objectives* Washington DC American Home Economics Association, 1959 p 4

perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals
 enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure
 take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families
 develop mutual understanding and appreciation of differing cultures and ways of life, and co-operate with people of other cultures who are striving to raise levels of living*

The foregoing statements are typical of the current point of view concerning the purposes of home economics education. They are indicative of the fundamental reasons why home economics as a field of study exists and of the ends to which it aspires. However, these statements of competences are general and do not spell out the specific objectives upon which a home economics class will focus. Neither do they delineate home economics learnings that are appropriate for various age, grade, or maturity levels. At stated, these broad purposes could lead anywhere—or nowhere, but they are requisite to an over all, Gestalt point of view concerning the major problems in family living.

Ideally, the general objective and the group of specifics under it are two ways of saying the same thing, placed in relation, they "clarify" each other. Without specifics under it, the general objective is apt to be a "meaningless abstraction." Without a general objective over them, the specifics are apt to lack the kind of meaning which comes when they are seen in relation to the whole of which they are a part, and through it, in relation to even larger wholes.¹⁰

To be usable for bringing about desired changes in individuals and, ultimately, within families, objectives must be clarified and described in specific, clear cut, obtainable action statements. These may then serve as links between the general problem to be solved and the specific decision to be made or question to be answered. They provide a dual vision—forward to learning experiences and backward to purposes.

Research in home economics education

A review of research studies pertaining to secondary education in general, and specifically to home economics education, indicates trends that are taking place in curriculum planning. First, there is a trend toward the assurance of *quality programs* for students of all levels of

* *Ibid* pp 8-9

¹⁰ George E. Barton Jr., "The Derivation and Clarification of Objectives," *Journal of Educational Research*, 41 635, April 1948

ability. Toward this end, there is an increase in the emphasis being given to programs for exceptional children, particularly for the gifted and for the slow learners. In many instances, special effort is being made to integrate these students into the regular school program. A second trend is the emphasis on *fundamental learning*. In an effort to prepare students for good citizenship, some schools have developed a fusion of related subjects in the form of a core program for junior or senior high schools. In home economics, learning to work and live together has received emphasis through family centered programs that include all phases of home and family living and provide this type of education for all family members. A third trend is the recognition that the most effective instrument for bringing about desirable curriculum change is the *individual school*. Preservation of the freedom to teach and the privilege of learning are among the most cherished values of teachers, administrators, and lay citizens as they carry out their differentiated roles in planning and evaluating the curriculum for their own school in keeping with the goals of their community.

Among the research findings that have implications for planning the home economics curriculum are those relating to the roles of the modern woman. As Moore has pointed out "It has been estimated that some 98 per cent of the women in the nation will within the next decade have worked in paid employment at some period in their lives."¹¹

She stated further

Today one fourth of all 18 year-old girls are married and one sixth of the 17 year-old girls. One out of each 16 girls in their 16th year is married. These are high school ages. These are young persons who are entering marriage, parenthood, and homemaking in teen years. They face the very real task of maturing in marriage, and they need every assistance continuing education can give them.¹²

Also, she pointed out

To add emphasis to the need for preparation for home living and family life it is estimated that by 1963 approximately 600 000 new homes will be established each year with the new households being in the main, those with modest incomes. Where income is modest knowledge, information and skill in home living may make the difference between satisfying and happy relationships and discontent and discouragement.

by 1970 the number of young persons between 15 and 19 years of age will have increased over 63 per cent! Teen age spending will reach over

¹ Bernice M. Moore "A Sociologist Looks at Homemaking Education" *Practical Home Economics* 5:13 April 1960

¹² *Ibid.*, p. 41

of interest to future parents—inherited and acquired characteristics, habit formation, food for children, costs involved in raising children.¹⁹

Philosophy and Experiential Background

Even though you are well equipped with the opinions of authorities in the field of home economics, you need to develop the ability to draw upon your own resources as you attempt to define the objectives of your program. First, and of utmost importance, is your ability to express what you think the goals of home economics should be, who should take home economics, and what indications would reveal that students were making progress toward desirable goals. Once you have clarified your ideas as to the direction in which you want to move, you can apply learnings from your own experience and that of others.

Philosophy of home economics

Before you can determine where to begin in stating the objectives of your program, you need to start crystallizing your own philosophy of home economics and its place in secondary education. Of course, your philosophy is not static—your ideas should change continually, particularly as a result of the discussions and readings you carry on in your teacher education courses. At the beginning of such a course, one student organized her ideas as follows:

Home economics education is the studying and learning about any or all the elements of family living—individual development and interpersonal relations. The list of included areas is almost endless and yet unique in that you may start your students wherever they are in family living and move forward. I believe that everyone is at some point along the way and has some place to go.

The purpose of home economics education in the secondary school is for the students to learn those skills which will help them to fill their roles as family members in the most satisfying manner for themselves, their families, and their communities. These skills include not only manual, routine operations but also alert functioning of their minds to plan, to execute, to evaluate, and to adjust the daily jobs in home maintenance and family relations. I hope that during this process these students also will study the various attitudes, values, goals, and standards which people possess in different situations and circumstances, as a concluding objective of this process. I hope they will formulate their own aims and beliefs and make flexibility and adaptability the keys to their individual organization. These are my objectives for teaching home economics.

¹⁹ Paraphrased from Clara B. Army, *The Effectiveness of the High School Program in Home Economics*. Minneapolis: University of Minnesota Press, 1932, pp. 254-256.

At this time I feel that a family-centered approach is the most important aspect of home economics education. The purpose of this kind of education becomes one that is met when this approach is used. Therefore, I feel that home economics is to educate or to train everyone who is a family member. This does not mean that *everyone must take home economics*, but it does mean that home economics can meet the needs of anyone interested in family living and clarify the role that he, as well as other members, plays. This means that *every member of the family can take home economics*, but, more specifically, the student in a secondary home economics course can integrate his learning process within his family. In other words the teacher, as a secondary teacher, may teach the high school boys and girls, as well as other family members. She may teach students with a variety of backgrounds and must endeavor to meet their individual needs as well as their class needs.

Although your philosophy undoubtedly will have much in common with the views of other students and home economics teachers, each statement of beliefs about home economics education is highly individualistic. You cannot simply adopt a philosophy that was written by someone else and expect it to function for you. If a philosophy is intended to provide the focus around which a program can be developed, it must be an expression of what you believe in strongly enough that you will be willing to work hard and make the necessary sacrifices to accomplish. As an example of how similar, and yet how individual, two philosophies can be, the following statement represents another student's views of home economics education.

Home economics is unique in that it draws upon all the other courses in a high school curriculum and applies them to the family. It is an art as it involves skills which are based on certain traditions and qualities that are intangible and undefinable, such as beauty, taste, and values. It is also a science because it involves the application of knowledge and truths which have been arrived at through scientific processes. Home economics does not try to teach philosophy, math, physics, English, art, music, religion or chemistry, but it attempts to integrate *them all and apply them in the daily process of making a home*.

The responsibilities of making and keeping a home, upholding family ideals and of becoming a *worthy home and community member* are not unique to any one sex, age group, educational or economic level. It is true that one can learn these things without a formal course in home economics, just as one can become an artist without a formal course in art. However, with our more specialized civilization in which no parent could know everything about all subjects, and with many of the arts of homemaking now becoming sciences, there is less formal training of children in homemaking in the immediate family. So home economics is brought to people through the school, radio, television, and magazines, and through the reports of industries concerned with homes and families.

Home economics exists for families. The home economist must help in

dividual families to achieve their goals, but not to the point of insisting that all families realize all the goals of home economics. If, for good reasons, sewing is not done by families in a certain community, the home economist should not force sewing on these families. But she should draw upon her knowledge and training to help families where they need help, whether it be in financial planning or in family relationships.

The study of home economics helps the person to develop as an individual. Through its ever-changing developments, an interest in home economics gives a person an appetite for learning. It makes use of and always requires a mastery of basic skills. It promotes good mental and physical health and also an appreciation of art and beauty. Through its concern for the family it helps one to develop values which give guidance and direction to life. Most of all, the home economist realizes her value to the community by her ability to help families lead happier lives.

Experiential background of self and others

Because you have been and are a part of some pattern of family life, you have had experiences that have colored your thinking and inculcated some values concerning what is important in developing family well being. This personal background has given you one point of reference from which you derive, consciously or unconsciously, objectives for your teaching. Your professional training has been geared toward exposing you to a variety of sources and experiences that should have enlarged your sphere of understanding of problems of families different from your own.

Just as your own personal and professional experiences provided a point of reference and a source for determining objectives, so will the experiences of others closely allied with you in teaching. Other teachers and parents can point out pitfalls and inconsistencies in the objectives you propose, simply because they are not as involved in the teaching for the achievement of these objectives as you are. Because they have known patterns of family life and professional education experiences different from your own, they can point up some needs, ideals, or characteristics which they consider important to pursue in classes that are concerned with improving the well being of families.

One very important and available source of objectives for every teacher of home economics is the verbal and nonverbal expression of needs, interests, and concerns of the students in her classes. Youth express their *concerns and interests* in such ways as

I'd like to be thinner. What can I eat that will be good for me but still let me be skinny?

My junior high school sister makes me so mad. Sometimes I wish she weren't around. I want to like her. I wonder why she does the things she does? Do other people feel this way about kid sisters too?

I like to buy my own clothes, but I like other people to like what I buy

When I get out of high school I want to get married and have a family
I just love little children. I want to know the right things to do so I'll be a good mother

Such statements reveal purposes students have relative to various aspects of their day-to-day living. Implied in the statements are student objectives. For example, the student who expressed the desire to be thinner and to know what to eat in order to achieve this end had in mind a rather specific goal and some idea of a plan of action for achieving it.

Goal To be thinner

Possible plan of action Find out what foods to eat to achieve this

Can you identify the goal and possible plan of action inherent in each of the other statements the students made? An analysis of such verbal expressions can be helpful in determining classroom objectives toward which your students might be willing and eager to work

DEFINING HOME ECONOMICS OBJECTIVES

With your basic philosophy plus your knowledge of literature and research as guides, you are ready to take the next step—that of translating these guides into the *general objectives* toward which the work of your department will be directed. The purposes of one high school home economics department were stated as follows:

- To appreciate the importance of good family living to the family, to the community, to the nation, and to the world
- To understand that family goals and patterns vary, to respect the differences in traditions, in customs and in family patterns
- To realize that each person has a special role to play in the family and community, that his contribution is important to successful living
- To understand the job of homemaking and acquire appropriate homemaking skills such as planning, preparing and serving wholesome meals, making and caring for clothing, planning suitable and attractive home furnishings, and managing family finances, time and energy
- To assume a fair share of the responsibility of maintaining good home and family life
- To show appreciation for one's home and family in love, gratitude, loyalty, pride, respect and co-operation
- To realize the importance of good relations among family members, to recognize the worth of each member of the family, and to cultivate personal qualities which help in achieving good family living
- To accept the family's decisions concerning the use of its resources including

- income, time and energy, services of family members, and material things such as the car, television, and rooms for entertaining
- To recognize that all families have difficulties and problems to solve, that the ability to face them and make good adjustments to them strengthens family relationships
- To identify the important moral and spiritual values which characterize successful living, to realize their importance to satisfying personal, family, and community living
- To create a comfortable, convenient, and attractive physical environment which is suited to the resources and the needs of the particular family that it serves²⁰

Planning the Framework

For each of your courses, you will need to develop an over-all framework or course of study that will indicate the kinds of problems you plan to include during a semester. Although a unit such as feeding the family may appear at more than one grade level, you must be sure that the principles covered become progressively more difficult with each higher grade. With the help of curriculum guides, courses of study developed by other teachers, text and reference books, and other current materials, you might develop a list of objectives that are really important for your students to achieve.

You will need to think about the proper sequence in teaching toward these objectives so the easier ones will be taught in the first courses taken by students who are mature enough to understand them. If your school has a course that is taken by juniors and seniors who have never had a previous course in home economics, some of the fundamental concepts will need to be taught at the beginning of the semester but they can be taught in a rather short time because of the students' greater maturity and opportunity for previous home experiences.

One of the most pressing current problems that home economics teachers must resolve is how to offer a broad program at more than one grade level without "watering down," duplicating, or "taking the cream from" some fundamental learnings. This can be accomplished only when teachers set objectives that have continuity. Enough time must be allowed to bring about long range changes in behavior. Teachers need to take a longer look at problems and they need to allow students more choice relative to their areas of unknowns. In outline form, an emerging program of home economics at the secondary level looks something like this:

²⁰ *Home Economics Education, Senior High School, Grades 10-11-12* Curriculum Bulletin 41 Cincinnati Public Schools 1980, p. 6

Sample Plan for a High School Home Economics Program

- I Junior high or freshman level (required of both boys and girls)

One semester or more of an activity-oriented program aimed at helping students understand roles and responsibilities of family members
To include development of some skill in performing homemaking activities
- II Sophomore or junior level (optional semester courses with no prerequisites)

Students develop depth and competence in special areas

 - 1 Clothing the family
 - a socio psycho economic aspects
 - b construction (offered only at this time)
 - 2 Feeding the family
 - a nutrition
 - b meal management
 - c principles of food preparation
 - 3 Child development

To include participation with children in laboratory situations (nursery school)
 - 4 Housing
 - a home planning
 - b interior design
- III Senior class level (required nonlaboratory course for boys and girls)

Examination of family living problems

 - 1 the family in modern society
 - 2 roles of family members
 - 3 child care and development
 - 4 family financial management
 - 5 family decision making

Ideally, the activity oriented freshman or junior high school course and the senior course might be parts of the general education of all youngsters. The senior course ought to be especially appealing to the college bound students, although it need not be limited to them.

As for the home economics courses in between they could serve any number of functions such as

- 1 Allowing a student to pursue elective areas in which he has both interest and need
- 2 Giving enough time to build some depth and develop concepts in a particular area of home economics
- 3 Eliminating some of the possibilities of duplication when there are changes of teaching personnel
- 4 Providing more efficient use of teacher time and equipment

As you organize your course of study, you will notice that some objectives seem to run like threads through almost every subject area

That is, you will find that each unit of study offers some opportunity for directing the student in a specific way toward each of these general objectives. Table 7 illustrates the way in which this principle applies, using three general classifications of objectives (A, B, and C), and relating each classification to each problem in a high school clothing course.

Planning for Specific Behavior Changes

Crucial to effective teaching is the manner one uses to define the objectives to be achieved in a particular class. If the statement of objectives is to serve as a guide in selecting learning experiences that lead toward changes to take place in the students, those objectives must be defined in terms which identify that behavior change and the content area in which this behavior is expected to function.

The first step in arriving at this kind of definition of objectives is to make a listing of the important over all purposes you believe are essential and feasible to pursue in a particular class. In one school, the home economics teacher collected data concerning the needs, interests, practices, and concerns relative to the roles her students played in their families. She then analyzed and categorized this information into broad areas of experience in which she felt her students needed to achieve competency if they were to function effectively as family members. For example, under "Food and Nutrition" she listed such broad experiences as:

1. Understanding and developing food habits essential to optimum mental, emotional, and physical health.
2. Ability to plan, prepare, and serve simple nutritious meals using a minimum amount of money, time, and equipment.

As a means of stating objectives in a form that will be helpful in selecting learning experiences and guiding teaching, Tyler has emphasized that

The most useful form for stating objectives is to express them in terms which identify both the kind of behavior to be developed in the student and the content or areas of life in which this behavior is to operate. The objective, "Familiarity with Dependable Sources of Information on Questions Relating to Nutrition," includes both an indication of the sort of behavior, namely familiarity with dependable sources, and the content, namely, those sources that deal with problems of nutrition.²¹

²¹ Ralph W. Tyler, *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press, Syllabus Division, 1950, p. 30.

TABLE 7

Organization of a High School Clothing Course

General Objectives	Illustrative Problems in a High School Clothing Course		
	Clothing selection and care	Clothing construction	Fabrics
A Abilities and Knowledge Utilization of resources essential to achieving family goals (work capacity, money, and materials)	Planning a budget for clothing expenditures to meet particular need in relation to particular social roles, money to be spent, and time to be used achieving this goal	Developing ability to carry out construction processes that build upon previous learnings and progress to new learnings	Acquiring information needed in choosing fabrics for particular purposes
B Attitudes and Appreciations Aesthetic values, personal and family relationships, relationship between family and community, ways of living self-expression	Understanding social and psychological factors that affect the clothing choices made by different family members Selecting clothing that is aesthetically satisfying	Expressing individuality or creativity	Appreciating features made possible by special finishes
C Skills and Techniques Manipulative, social, and mental skills for achieving competence in family living	Becoming familiar with, and skilled in, ways of keeping clothing wearable and attractive	Altering ready made garments by adjusting hem lines, changing simple parts, or adding new trimmings	Gaining ability in applying the special care required for various fabrics

Tyler suggested the use of a two-dimensional chart in which the behavioral aspects of objectives might form headings across the top and the content aspects might be listed at the side. In such a chart, not every behavioral aspect would apply to each content objective but a teacher could see readily what types of behavior change could be brought about through the various topics that are studied by her students. Among the behavioral aspects that might apply to a study of nutrition are

- 1 Understanding of important facts and principles
- 2 Familiarity with dependable sources of information
- 3 Ability to interpret data
- 4 Ability to apply principles
- 5 Ability to study and report results of study
- 6 Broad and mature interests
- 7 Social attitudes ²³

RELATING OBJECTIVES TO LEARNING EXPERIENCES AND EVALUATION

Statements or objectives are useful only to the extent that they can be applied in the actual learning experiences of a class. Once a teacher has defined the specific behavior and content toward which her daily, weekly, or unit planning is to be directed, her next step is to formulate a series of possible experiences through which her students might reach the desired objective. In discussing the meaning of a "learning experience," Tyler pointed out

The term "learning experience" refers to the interaction between the learner and the external conditions in the environment to which he can react. Learning takes place through the active behavior of the student, it is what he does that he learns, not what the teacher does. It is possible for two students to be in the same class and for them to be having two different experiences ²⁴

Underlying Principles

Although a teacher cannot do the learning for her students, she can set up an environment and structure a situation to bring about the desired type of reaction. In a sense, she manipulates the environment in an effort to change a student's behavior. To do this successfully, she must determine the kind of situation that will bring about the desired

²³ *Ibid.*, p. 32

²⁴ *Ibid.*, p. 41

ends and then she must decide how she can set the stage for this kind of environment. Among the principles that guide her are her understandings of what a student must have if he is to learn effectively. These are (1) an opportunity to practice the implied behavior, (2) an opportunity to deal with the implied content, (3) satisfaction in carrying out the implied kind of behavior, and (4) a coherent picture of what he is trying to accomplish.²¹

Each activity or learning experience that is chosen should measure up to the following criteria:

1. **CONTINUITY.** Whenever a subject area is included at more than one grade level, learning experiences should provide for a *vertical* reiteration of major elements. This means that some review of previous work must precede new learning, so that there is a sound foundation for developing new understanding. Students in advanced classes will need continued opportunity to develop the competences that are fundamental to their new experiences.

2. **SEQUENCE.** Each successive experience builds upon previous experiences with a *minimum* of duplication and with a different approach that goes more deeply and broadly into the area under study.

3. **INTEGRATION.** A *horizontal* integration, or coordination, of the various experiences a student is currently having will help him to learn more rapidly, and to unify his behavior. The central theme of the home economics course, or problem, should be recognized by the students; they should be able to see the coherence and unity of their activities. In addition, it is frequently possible to relate home economics units to those of other courses in which the students are enrolled concurrently. Such coordination brings new and deeper meanings to their learning situations.

4. **SIGNIFICANCE.** Students find challenge in problems that are real and significant to them. Each experience that is selected as a means of solving the basic problem should be worthwhile and justifiable in terms of the time required to carry it out.

Application of Principles in Home Economics

Each day's lesson should be planned around a very specific objective that is clear both to the teacher and the students. Daily planning on the part of the teacher includes (1) stating each of the general objectives toward which the class will direct its attention, (2) determining the specific kinds of knowledge, understandings, skills, attitudes and values that will contribute to the general objective, (3)

²¹ *Ibid.*, pp. 42-43

selecting appropriate learning experiences that will help the class to fulfill these objectives, and (4) indicating what measurements she will use in order to tell whether or not a student's behavior has changed in the direction of the class goals.

Sometimes an objective requires several class periods in which to develop adequate learning experiences, the teacher still needs to formulate carefully her plans for certain accomplishments each day so that her students will go home knowing what they have learned and how it fits into their long range goals. Indications of changed behavior may show up immediately, on the other hand, a teacher should not be discouraged if the expected indications have not appeared by the end of a particular unit of study, or if a student who once gave evidence of a desirable change in behavior seems to revert to some earlier habit. Changing behavior is not easy but it is most rewarding both to you and your students when a student finds satisfaction from a change in the direction of a desirable class objective.

Examples of how you might proceed to apply these principles are given here in outline form for five areas of home economics. In each instance, the classifications of learning, learning experiences, and indications of changed behavior are merely suggestive of the many items that might be listed. The first example, for child development, goes farther than the other four—it translates the objective into certain specific behaviors that could be included in a *daily* plan. You may want to develop these ideas further or see what you can do with different objectives.

I CHILD DEVELOPMENT

A. Unit Plan

Objective To recognize specific physical and behavioral characteristics of preschool children.

1. Classifications of Learning

- a. Knowledge As a child grows physically, we may observe changes in size, proportions, and appearance.
- b. Abilities When we are able to observe carefully and evaluate a child's level of development, we can plan activities and equipment to aid in the child's growth.
- c. Attitudes We must be aware of how children grow, if we are to understand their behavior.

2. Learning Experiences—the teacher might have the students

- a. study and discuss in class (1) developmental characteristics of preschoolers, (2) how children learn, (3) how we determine when children are happy and when they are angry.

- b* develop an observation guide to use when observing children
- c* work out a plan for observing a child in various situations (1) at play, (2) at mealtimes, (3) when being dressed after a nap, (4) when accompanying his mother on a shopping trip
- d* observe child in nursery school, in church school, on the play ground, and at home.

3 Indications of Changed Behavior—the students may be expected to

- a* cite developmental characteristics of preschool children
- b* describe the actions of happy or angry children in specific situations
- c* recognize children's feelings and relate these feelings to each other
- d* make generalizations on basis of knowledge gathered in various situations
- e* relate understanding of children's behavior to understanding self and other humans

B Specific Daily Plan

Objective Learning about "average" physical characteristics of preschoolers

1 Classifications of Learning

- a* Knowledge Although weight is an important guide to the health of a child, an increase in weight does not necessarily mean a child is healthy
- b* Abilities As a student learns about differences in weight among preschoolers, he is able to recognize that individuals vary in their rate of physical growth and development of manipulative skills
- c* Attitudes Keeping a record of an individual child's physical growth is an interesting way to see that each person has a unique pattern of growth.

2 Learning Experiences—the teacher might have the students

- a* read from authoritative material about "average" physical characteristics of children
- b* describe physical characteristics of children they know—brothers, sisters, neighbors
- c* view photographs of classmates at particular ages
- d* discuss similarities and differences of physical characteristics of children of the same chronological age

3 Indications of Changed Behavior—the student may be expected to

- a* recall physical characteristics of children as described by authorities read.
- b* recognize specific physical characteristics in children observed in real situations, photographs, or movies
- c* relate a specific physical characteristic read about or described in class to a particular child.

II CLOTHING

Objective To reorganize the storage of clothing

1 Classifications of Learning

- a Knowledge Clothing articles that are used frequently should be within easy reach
 - b Abilities An understanding of how to store clothing should enable a student to improve the quality of storage space within the practical limitations of the home
 - c Attitudes Successful reorganization leads to a feeling of satisfaction that her clothing is in order
- 2 Learning Experiences—the teacher may have the students
- a read about adequate storage of clothing
 - b discuss storage problems in class
 - c watch demonstration lecture on inexpensive, improvised storage facilities
 - d visit an old home that has been remodeled and note improved storage plan
 - e visit the home of one student who has made a home project of learning how to store personal clothing
 - f collect from magazines ideas on the storage of clothing
 - g do a series of demonstrations on storage of specific items in drawers, on shelves, in boxes, and in bags
- 3 Indications of Changed Behavior—the student may be expected to
- a invite members of the class to his or her home for inspection of the clothing storage plan
 - b explain how pressing time is saved through the proper hanging of clothes
 - c admit that at least 10 minutes can be saved when dressing for school each morning if clothes are properly put away so that everything is where it is expected to be
 - d assist other members of the family with personal clothing storage problems

III FAMILY RELATIONS

Objective To learn to seek adult advice on personal problems

1 Classifications of Learning

- a Knowledge One evidence of maturity in judgment is the ability to distinguish between situations in which one should make a decision independently and those in which one should seek guidance from a more experienced person
 - b Abilities Success when seeking advice depends in part upon the student's ability to make a satisfactory contact with an adult who is capable of advising on a particular problem
 - c Attitudes A young person will tend to seek advice from an adult, once he or she realizes that it is a privilege for youth and adults to share ideas and to work out problems together
- 2 Learning Experiences—the teacher might have the students
- a read and study about case problems in class
 - b listen to a consultant on values of shared experiences

- c* discuss in class the points brought out by a consultant
- d* apply information to a personal situation
- e* take a personal problem situation and consider how it may have been resolved through taking time to think it over with someone else (This could be done individually without necessarily being reported in class—an opportunity for the students to think reflectively.)
- 3 Indications of Changed Behavior—the student may be expected to
 - a* discuss personal problems with parents teacher or counselor
 - b* report that she feels better about her decisions when she has obtained the opinion of another person
 - c* share with the class her decisions “not to do something for which she realizes already that she would have been sorry
 - d* exhibit respect for adult opinion in many situations

IV FOODS

Objective To learn how to buy weekly supply of groceries for the family

- 1 Classifications of Learning
 - a* Knowledge Money can be used better when we understand terms used in grading and labeling foods
 - b* Abilities A businesslike approach is shown by the ability to select a grade of food that is appropriate for the way it will be used
 - c* Attitudes A wholesome attitude toward the buying of food is one that shows a concern for cost in relation to such factors as the health of the family and the homemaker's time
- 2 Learning Experiences—the teacher might have the students
 - a* demonstrate desirable consumer practices in home economics class
 - b* study relation between price quality and quantity for a wide variety of foods
 - c* visit grocery stores comparing prices and services at different types of stores
 - d* study labels—at home in the store at school
 - e* study sales and evaluate the desirability of following those or of buying at one store
 - f* have school and home practice in food buying
- 3 Indications of Changed Behavior—the student may be expected to
 - a* encourage mother to plan week's menu before making up the grocery order
 - b* discuss special food buying problems with grocer friend
 - c* seek advice of adults concerning sale items involving unknown brands or deviation in quality (i.e. eggs with cracked shells at a reduced price)
 - d* plan her Friday afternoon around her grocery shopping tour
 - e* report “good buys” to home economics class as well as mistakes.

V HOUSING

Objective: Learning to assume full responsibility for daily care of her room

1 Classifications of Learning

- a Knowledge—information about the relationship between kind of dirt, kind of cleaning agent, and surface to be cleaned makes daily care of a room easier
- b Abilities—by using easier, more appropriate, and more efficient methods, the student is able to reduce the time spent daily on the care of a room
- c Attitudes—it is fun to save time by doing things in new and different ways

2 Learning Experiences—the teacher might have the students

- a study in class about the jobs involved in the daily care of a bedroom
- b demonstrate acceptable practices in each job—sweeping, dusting, making bed
- c discuss managerial skills necessary—what jobs to do, resources available
- d do time and motion studies on the jobs involved in daily room care if she desires to change time or energy utilized for task.
- e exchange ideas on improved ways of doing tasks
- f consult authorities for "best way" to perform specific tasks
- g make comparisons between changed practices and old ways of working in terms of speed and results

3 Indications of Changed Behavior—the student may

- a volunteer to report progress to the class
- b discuss the change in her family's feelings toward always finding her room in order
- c "show off" room to friends
- d enjoy trying out new ways for performing routine tasks
- e encourage mother to use new methods which she practices
- f assist younger brothers or sisters in keeping their rooms
- g explain to other family members the importance of such things as hanging clothing, arranging books in order for school, discarding unnecessary items, etc.

Objectives are the specifications for changing behavior. They tell you what kind of behavior change you want to evoke, but they do not indicate *how* you can effect this change. Chapters 8 and 9 will guide you in selecting activities and materials that will assist you to bring about the desired outcomes in an interesting and economical manner.

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8

DETERMINING LEARNING EXPERIENCES

Learning objectives are best fulfilled when proper methods and materials are used. Although methodology and instructional aids are closely related, and although they work together in influencing the quality of learning experiences, these aspects are treated in separate chapters because they are so extensive and important. This chapter presents guides for using effective group methods, laboratory experiences, home and community resources, and independent study. Chapter 9 discusses the use of audio-visual materials to help students learn. You will notice that many learning experiences actually combine one or more teaching methods with one or more types of audio-visual material.

As you guide your classes in determining their learning experiences, you might try to parallel the principles of learning as given in Chapter 6 with the factors that make for an effective learning situation. Among the principles to guide you in the selection of learning experiences are the following:

1. THE METHOD IS SUITABLE FOR THE FULFILLMENT OF A SPECIFIC PURPOSE OR PURPOSES. Whatever methods are used should focus attention on a central purpose. Instruction should then proceed in an orderly manner toward the attainment of the specific objectives that contribute to the over-all purpose. Techniques may differ in their efficiency for reaching a variety of goals such as the development of knowledge, understandings, attitudes, appreciations, habits, or skills. Furthermore, a single learning experience may contribute toward several outcomes. For example, while a student is learning to solve a problem, he also acquires information and develops attitudes. While a student develops skills related to the serving of meals, he also has experience with interpersonal relationships.

2. A VARIETY OF METHODS MAY BE USED TO PROMOTE LEARNING. Students can learn individually and in groups, they can learn from ideas, real objects, and other audio visual media, they can learn from reading and listening, and they can learn from projects and activities. Variety in the methods used by a class helps to maintain students' interest in their work, permit flexibility in planning, and provide for individual differences among students, classes, and teachers.

That a variety of approaches may be used to reach one objective was illustrated in a study of "Children in the Family," suggested as part of the ninth grade home economics course in Cincinnati. One of the objectives was "Planning happy, safe, and satisfying experiences for children which help them learn about their world." Among the suggested learning experiences were

a Plan children's play so that they can follow their impulses and express their feelings in constructive activity, can enjoy well chosen play equipment, suitable stories, and games

b Observe infants and young children to determine what kind of toys, play equipment, and games have greatest appeal for each age level

c Exhibit household articles that are safe and sanitary and that provide satisfying play experience

d Compare the cost of a variety of toys suited to different ages commercial and made at home

e List some of the skills pre school children develop through play and through self help, describe how they learn by helping mother around the house and yard

f Discuss the importance of answering children's questions

g Work with adults in planning and making trips with children to learn what is beyond their home environment, to meet other people, to enjoy nature, and to learn about the community

h Use posters to illustrate the rules for keeping children safe in the home, at play, on the street¹

Probably no class would have the time or interest necessary to carry out all of the suggested activities. Since many different techniques might be used in teaching each area of home economics, the teacher and students are challenged every semester to consider what their needs are and what procedures will be best to fulfill their purposes. The teacher sets certain limits in accordance with the state and local curriculum guides, but there is much opportunity for flexibility in determining specific learning experiences.

3. LEARNING EXPERIENCES ARE ADAPTED TO THE INDIVIDUAL NEEDS OF THE STUDENTS. Students differ in their speed of learning, energy output,

¹ Home Economics Education, Junior High School, Grades 7-8-9 Curriculum Bulletin 40 Cincinnati Public Schools, 1960, p 153

depth of interest, level of maturity, family background experiences, and social class status. Activities that are meaningful for the individual students and for particular classes should be selected. Students should be capable of carrying out the necessary behavior and they should find satisfaction in doing so. They may gain status with their families by using effectively at home some of the information and skill they learn at school.

4. **THE TEACHING METHOD PROVIDES FOR THE COORDINATION OF LEARNINGS** Students who learn to coordinate their learnings will be able to recall and apply what they have learned in one situation to another one. Students learn to integrate their feelings, thoughts, and actions. Coordination is made possible as a rich environment is provided and available resources of the school and community are used. Fleming suggested "Each problem or activity undertaken by a class can include consideration of the interrelationships of that activity with all home-making activities and its possible effect on various family members."²

Can you see how a teacher could guide her students in meal planning to help them learn specific types of information about planning a nutritious meal, particular skills needed by the father or mother in serving the meal, and a willingness on the part of all the family members to cooperate in making the family meal a pleasant time? Do you realize how important it would be for a home economics teacher to have some understanding of the social and food practices of homes in her community so she could key her teaching to agree with the home practices with which her students were familiar? Unfamiliar foods and strange manners of serving meals can be accepted more readily by students who regard them with a spirit of experimentation rather than as a criticism of their style of living.

5. **LEARNING EXPERIENCES PROVIDE FOR GROWTH IN COOPERATIVE GROUP PROCESSES** Informal, friendly relationships may be as effective in changing attitudes or practices as are more formal methods. As students learn to work in small groups or as an entire class, they learn to show respect for the rights of individuals and to appreciate democratic processes.

6. **STUDENTS GROW IN THE ABILITY TO PLAN THEIR OWN LEARNING ACTIVITIES** Effective learning experiences are developed cooperatively, the teacher must be well prepared to guide the students in their planning and the students must be well-oriented for their activities. The teacher's role in guiding the students includes protecting them from situations with which they are not prepared to cope, providing for

² Mary O. Fleming, "Report of One School System in Action," *California Journal of Secondary Education*, 31:244, April 1958.

success in learning, and challenging students to grow by going beyond the immediate situation. The home economics classroom provides an appropriate setting for the teacher and students to experiment with new appliances, supplies, and techniques and to use their results in making decisions about the use of work capacity, materials and money in the home.

7. THE STUDENTS ARE INVOLVED ACTIVELY IN THE LEARNING SITUATION. Rote learning is ineffective. Students learn best when they have opportunities to explore, construct, do, react, and question. They develop initiative, creativity, self confidence, and leadership as they find themselves in situations that demand these qualities. Although the external conditions are the same for an entire class, learning experiences differ for each individual, depending upon how the student interacts with his environment.

EFFECTIVE GROUP WORK

One of our newer sciences, group dynamics, is concerned with the principles of group behavior and growth. We have learned that a group of able persons does not necessarily make an able committee. Also, we know that there are ways of helping groups to become more mature and productive. This section presents some of the outcomes and principles of cooperative teacher pupil planning, methods of guiding the work of small groups and committees, variations of the discussion method, and the use of dramatization. Learning to work effectively is important, for the family is a small group, too. Ways of working together effectively in small groups at school can transfer directly into working together effectively as family members.

Cooperative Planning

People differ in the ways they plan, but careful planning will usually contribute much to the success of a project. Teenagers may not be convinced of the importance of planning, since their own lives go along from day to day with very little long range direction or planning. They probably are not aware of the planning that is done by their mothers, who may have had enough experience to be able to do much of their planning mentally without writing down their ideas. Home economics classes offer excellent opportunities for students to have shared experiences in cooperative planning and problem solving. As

they carry through their plans, even those that are imperfect, teenagers grow in the ability to think independently

Outcomes of cooperative planning

Hatcher demonstrated the outcomes of teacher pupil cooperation in planning when she conducted an experiment on the teaching of foods and consumer buying at the high school level. Her study of classes that were directed entirely by teachers and those that were planned by teachers and students cooperatively included 990 students from 35 schools in Minnesota. Each teacher chose the plan she preferred. Demonstration lessons and other helps were given to all of the teachers. Classes were selected at random. Teaching equipment was similar in schools using each procedure. The two groups of teachers had similar backgrounds of experience as far as their length of teaching, degrees, and supervisors' ratings were concerned. Hatcher's results were overwhelmingly in favor of the teacher pupil planning method—students in this group showed more improvement in interest, attitude, initiative, independence, and judgment than did the students in the teacher-planned classes. They were superior also on paper and pencil tests, ratings based on meal preparation, scores on their food products, and dietary rating. One of her most striking findings was that the least capable teacher in the teacher pupil planning group was able to change the food practices of her students somewhat more than did the best teachers using the teacher planning method.*

Other studies have indicated similar results. When students share in planning and discussing food habits, they are more likely to change their food habits than are students who listen to lectures in which they are urged to eat certain foods. Teacher pupil planning helps students to increase their initiative, to develop leadership ability, to experiment with other ways of doing something, to be more critical of each other's work, and yet at the same time to learn to cooperate with each other.

Why is teacher pupil planning such a valuable procedure? The underlying philosophy was discussed in Chapter 8. To review briefly, the experience places the students in a realistic situation designed to meet their needs. Class activities are based upon concrete problems. Students gain understanding of their environment and how to use resources in solving their problems. The teacher pupil relationship is likely to create an atmosphere of friendliness and respect.

*Hazel M. Hatcher, "An Experiment to Determine the Relative Effectiveness at the Secondary Level of Two Methods of Instruction," *Journal of Experimental Education*, 10:41-47, September 1941.

Guiding principles

Although cooperative planning has proven to be highly successful for approaching problems in all areas of home economics, its use will not insure success. The teacher must be acquainted with the proper procedures for using this method effectively and she must feel at ease in using it. Her advance preparation includes setting up tentative objectives, or boundaries, within which the class may proceed with its planning. She may need to help students state their goals, eliminate those that are not workable or are not appropriate for their particular class, and to consider ideas that the students may not have thought about. She has a responsibility in helping them recognize needs beyond their present interests and concerns, she raises their level of learning expectations.

A helpful list of guiding principles in cooperative planning has been developed by the State Department of Vocational Education in Arizona.

1 The leaders in a cooperative effort should understand and believe in cooperative procedures.

2 Careful pre planning by the leader or leaders should precede cooperative planning.

3 All people who are affected by a plan or policy should share in making it.

4 The group members should look at their progress from time to time and try to improve their work by means of systematic evaluation.

5 All people who are affected by a plan or policy should be kept informed of progress or changes being made in plans or procedures.

6 Plans, including purposes and job assignments, should be definite and clear to each individual who is to live by the plans.

7 Procedures used in cooperative planning should be such that conclusions will be reached and decisions made on the basis of pertinent evidence and desirable objectives.

8 An atmosphere of freedom and congeniality should prevail in the group, encouraging honesty and frankness, and encouraging individual and group growth.

9 The group should progress in an orderly manner, with members sharing the important feeling of a job to be done.

10 There should be a functional division of labor (Responsibilities should be divided in terms of interests, abilities, time, etc. and should be clearly defined among participants.)

11 Members of the group should know the possible choices before a decision is made.

12 Limitations should be set before, rather than after, decisions are made.

13 Once freedom of choice has been given a group the leader should not exercise veto power, even if he is not sure of the outcome.

14 Some records should be kept for the purpose of maintaining continuity of planning (Records should indicate the persons who took part in the planning, state clearly the problems discussed, indicate major trends of the discussion, decisions reached and plans for the future)

15 Group members should be guided in their work by their belief in the importance of the individual and democratic values

16 Shared decisions should be made, utilizing the consensus method when possible

17 Something definite should be accomplished at each group meeting

18 Plans should be made for follow-up (putting the plans into action)⁴

Small Groups and Committees

In order to carry out their functions, members of a group need to know what their purposes are and how to proceed in an orderly manner. The purposes of group thinking may include identifying and solving common problems, bringing about individual growth, and developing attitudes and understanding. Benne has pointed out the scope of the group process:

Group thinking and discussion refers to the entire process by which a group of people surveys the problems facing it, clarifies these problems, selects a problem which the group comes to feel is important and which it can hope to solve, formulates an acceptable common solution, devises ways in which the solution may be tried and decides upon the trial. In certain cases, where the group remains together after the trial of the solution, evaluation of the success of the problem solution as thought through and tried and rethinking of the problem insofar as it remains unsolved and of other related problems are integral parts of the process of discussion.⁵

Types of groups

The number and kinds of groups that might be used in home economics classes depend upon many factors such as the length of the class period, size of the classroom, size of the class, age of the students, materials available, and the movability of equipment. Group work can facilitate some kinds of learnings in home economics. Because home economics focuses on the family—a group of one or more individuals working toward a common goal—group work in home economics classrooms can provide practice for acquiring competence in interpersonal relations. Students learn by observing how their ways of working,

⁴ "Guiding Principles in Cooperative Planning" Mimeographed, Phoenix Home Economics Division of the State Department of Vocational Education

⁵ Kenneth D. Benne and Bozidan Mantyan, *Human Relations in Curriculum Change* New York: Holt, Rinehart and Winston, 1951, p. 68

thinking, and feeling affect others in the group. These observations provide cues for operating effectively in real family settings.

In general, three types of groups might be used:

1. **CONVENIENCE GROUPS.** When introducing the idea of group work, you might start with a very simple problem that can be discussed by informal groups. These groups might be formed in any convenient manner, such as having the students count off from 1 through 4 around the class, with all of the "number 1" students forming a group, etc. A random method, such as this, may be the basis for assigning students to "family" groups in the foods laboratory at the beginning of a semester. As the students gain experience in group work and as you become familiar with their interests and abilities, you might try methods of grouping that take individual differences into consideration.

2. **ABILITY GROUPS.** Students of similar intellectual ability enter home economics classes with widely different background experiences, interests, and aptitudes. As the semester proceeds, the varying rate at which students learn may cause these differences to become more pronounced or to be lessened. Since students differ in their knowledge about various aspects of home economics, experience or ability in one area does not necessarily reflect an equal level of ability for all of the topics that will be covered during a semester. Homogeneous grouping then, is a flexible arrangement that brings together students of similar interests and abilities for specific projects or portions of a project. An example of flexible ability grouping may be seen in a clothing construction class where the teacher demonstrates a process to a group of students who are ready to work on that step. Slower students receive similar instruction at a later time when they are about to begin the process.

A variation of ability grouping occurs when a fast learner is paired with a slower or less experienced learner. The rapid learner can help the slower student to understand the principles involved in the learning process. At the same time, the slower student may be able to demonstrate skill in a given homemaking process. The rapid learner benefits from the opportunity of clarifying her own thinking and helping in the solution of real problems.

Home economics classes for college-bound students can offer a real challenge. Gifted students and rapid learners benefit from a flexible program that permits them to use their creative abilities, critical thinking, and social responsibility. Normally these students have been in regular home economics classes and the teacher has tried to give them individualized experiences. However, we may see in the future more

classes specifically designed to stimulate the able students. Among the suggestions that Pritchard offered for challenging the interest and imagination of the more capable students were (1) encouraging them to be responsible for informing the public about activities of the home economics department and about career opportunities related to home economics, and (2) encouraging them to set up classroom testing projects, such as a test project designed to determine whether fabrics live up to the information on their labels or comparing convenience foods and home prepared foods as to price, quality, and ease of preparation.⁹

3 INTEREST GROUPS A class may be given an opportunity to plan several related projects. Students may be allowed to choose with which topic or group they would like to work. A sociometric technique, such as that described in Chapter 5, may be the basis for assigning a student to a group. Students should understand that it may not be possible to give everyone his first choice. They may be asked to name the persons with whom they would like to work and to list their first three choices of topics. It is usually possible for each student to be placed in a group where at least some of his choices will be fulfilled.

Fleck pointed out a number of factors that should be considered when groups are formed: "socioeconomic status, intelligence, ability to read, handicaps, special talents or skills, interests, or other factors."¹

Productive groups

Among the criteria for effective group work are the following:

1 THE GROUP MEMBERS UNDERSTAND THE PROBLEM AND ARE READY TO WORK ON IT Fernandez pointed out that groups should not be used just for variety. They may be organized for specific purposes such as helping students to master a skill that has already been achieved by others in the class. Groups may carry out special projects in which they are interested. Reports or demonstrations may be planned and presented by small groups.²

2 THE TEACHER FULFILLS HER ROLE. The teacher is responsible for utilizing her knowledge of the students' abilities and needs in planning groups where the members share a common goal and have the neces-

⁹ Margaret H. Pritchard, "Planning for the Gifted Child," *Journal of Home Economics* 49 635-640 November 1957.

¹ Henrietta Fleck, "Teaching Through Groups," *Forecast for Home Economists* 5:30 March 1959.

² Louise Fernandez, *Grouping for Effective Teaching in Home Economics Bulletin* 1958. Washington, D.C. National Education Association. Department of Home Economics p. 7.

sary resources to solve their problems. She helps each group to define its problem and decide on the steps necessary for its solution. She stimulates the students to think by raising questions and alternatives. She suggests ways in which they might secure information. She observes how the members of the group work, helping them to develop good habits of responsibility for their share of the work. She coordinates the activities and outcomes of the various groups.

3. THE STUDENTS CONTRIBUTE TOWARD GETTING THE WORK COMPLETED

In an article written for members of the Future Homemakers of America, Lemmon pointed out the various kinds of behavior that assist groups in getting a job done with a feeling of group cohesiveness. In getting the job done, a person might take the following roles:



Originator

Originator One who breaks the ice and makes suggestions

Opinion seeker One who asks another what she thinks about an idea

Fact seeker: One who suggests checking the facts before going deeper into a problem

Fact finder One who has checked facts before coming to the meeting

Opinion giver All opinions must be aired before a group decision can be made

Coordinator One who stops to tie up the loose ends

Detail girl One who takes time to look at a suggestion, develop its details, and see how it looks

Reality tester One who tests suggestions for their workability



Coordinator



Summarizer

Summarizer One who can condense everything that has been said and help the group see the light at the end of the meeting

In helping the group run smoothly, a person might take the following roles

Encourager One who helps a shy or hesitant person, perhaps through a smile

Procedure setter: One who helps the group plan ways of working and reminds them of the plan when a group gets caught in conflict.

Follower: Each one is a member of the audience at times

Mediator: One who helps members resolve conflict, perhaps through compromises that she suggests.



Encourager



Clown

Clown: One who comes in with a few laughs, making everyone feel better, when tension is high.

Gatekeeper One who tries to see that everyone has a chance to talk.

Census taker: One who finds out how near agreement the group is on a problem.

4. **RESOURCE MATERIALS ARE AVAILABLE FOR THE GROUPS TO USE AS NEEDED.** Students must have access to sources where they can obtain reliable information pertaining to their problems. The teacher may need to encourage them to seek facts, rather than to depend upon their own opinions or past experiences. She may need to help them develop the skills necessary for using available resources in solving their problems.

5. **THE GROUP EVALUATES ITS PROCESSES AS WELL AS ITS IDEAS.** A mature group is one in which the members have developed skill in solving its problems and in adjusting to the group processes. Evidences of maturity in the group process are seen when the members outline the group objectives, when all of the members are involved in working toward common goals, when the group sticks to its topic, when the members feel that their work will be useful, and when they take time to look at their accomplishments.

Using group work techniques can facilitate learning. In making the crucial decision as to how you can provide the best learning experience for your students, keep in mind that your *primary concern is achieving a particular learning objective*. Placing students in small group situations may provide some alternative methods for achieving your desired result.

Discussion Methods

Group discussion methods involve an interchange of questions and ideas among the participants. The purpose of a discussion may be simply to encourage the exchange of ideas, without attempting to reach a decision. On the other hand, the discussion-decision method goes a step further and determines definite goals for action.

Various research studies have compared the effectiveness of discussion procedures and lectures. Discussions have been found to be approximately as effective as lectures when the acquisition of information was measured immediately after the experimental periods. Measurements at a later time indicate that discussion methods may be superior to lectures or reading for the retention of information. Discussion methods have been found to be superior also in contributing to the application of the material learned and in building attitudes that are important in shaping behavior patterns.

Although research has indicated possible advantages of using discussion methods, not all research studies are in agreement as to what these are or how to attain them. The effectiveness of a group discussion

may be related to the age levels and abilities of the students, the class size, the subject matter to be covered, and the experience and skill of the teacher. The following sections point out some of your functions as a teacher, ways in which students can help to make a discussion a significant learning experience, and various types of discussion techniques.

Functions of the teacher

The first function a teacher performs is to guide the students in the selection of a suitable problem—one which is real to the students and one that needs an early solution. Fleck suggested that the following questions might be answered to determine the importance of the problem:

Did the problem arise in the group? Does it recur often? Does it affect many of the group? Will a discussion of the problem be helpful to the group? Is it important? Is the group competent to discuss the problem (experienced, have adequate resources, etc.)? Are there community implications? ¹⁰

Next, the teacher should orient the students to the discussion technique and to the particular topic that will be discussed. The points to be discussed should be worked out cooperatively with the students. Materials to provide background information should be made available. A time schedule needs to be planned. Tables and chairs should be arranged in a manner that creates the proper climate for free interchange of ideas.

During the discussion, either the teacher or a student may serve as leader. The leader is responsible for guiding the discussion and setting a friendly tone that accepts and gives consideration to all contributions. The leader must have thorough knowledge of the topic being discussed but should avoid having a preconceived notion as to the directions or outcomes of the discussion. Opportunity and encouragement should be provided for each member to make a contribution. Periodic summaries are helpful. A final summary should highlight the conclusions that have been reached. It is at this point that generalizations, applicable to other situations, can be formulated.

Whether or not the teacher serves as leader, she has responsibility to see that the discussion is worthwhile. She might contribute in a variety of ways: clarify the problem, suggest other aspects to be con-

¹⁰ Henrietta Fleck, "The Discussion Method Can Be Successful." *Forecast for Home Economists*, 74 7, October 1958.

sidered, define the meaning of terms, emphasize important ideas, correct mistakes or misinterpretations, bring quiet students into the discussion, redirect a discussion that is being monopolized by a few students, help students to organize or express their ideas, stimulate students to reason out problems and develop good judgment in evaluating what they hear, maintain interest in group participation, or suggest possible class activities as outgrowths of the discussion.

Student participation

Serving as leader for the discussion may be the most important contribution that a student can make. A well informed student with leadership ability can guide the group in asking appropriate questions, see that various viewpoints are presented, interpret ideas that are not expressed very well, and summarize the progress that has been made.

Each member of the discussion group should be aware of the importance of his contribution in making the discussion a success. Each student should strive to understand the purposes of the discussion, show interest in the group, and try to bring in helpful information from his own experiences, reading or talks with an informed person. Discussions imply that the student has prepared himself for making intelligent contributions. He will have searched for knowledge prior to the class discussion. Thus the class period becomes productive for all, it results in pooling ideas based on knowledge rather than on pooled ignorance, fallacy, or inexperience.

Each student should be willing to abide by the suggestions for effective procedures so that no one tries to monopolize the discussion and all have opportunity to make contributions. Students may need help in expressing themselves, attention should be given in advance to the verbal skills possessed by the students.

Since the extent of student learning is related to the interaction of the pupil with the situation, each student should be encouraged to weigh the ideas that are presented and to decide whether or not they are sound. He should try to apply to his own needs various ideas or experiences that are brought out by the discussion members.

With the emphasis on encouraging students to think for themselves, the leader becomes another group member rather than a source of final solutions. An atmosphere of friendly cooperation helps students learn to give and take and to respect honest differences of opinion.

Students should have the opportunity to share with the teacher in

evaluating their discussions. They might think about such questions as the following: Did every member contribute to the discussion? Did the members have adequate information? Did the group receive aid from the leader in solving its problems without becoming dependent on the leader? Were the members cooperative and friendly even when their ideas were in conflict? Did the group progress toward common goals? Was the group realistic in choosing its problem and setting its goals? Were the students stimulated to think? Do the students feel that they have gained ideas or attitudes that will help them solve their individual problems? Did the group reach a decision, if one was sought? Are they willing to take action toward their decision? Will they assume the consequences of this action?

Variations of discussion techniques

An informal discussion usually is most effective when no more than twelve persons are in the group. However, various means have been developed for applying discussion techniques in larger groups and for stimulating interest in spontaneous discussions. Fleck suggested the following warm up techniques:¹¹

1. **MATCHING PARTNERS** Problems, quotations, pictures, newspaper clippings, or other means of presenting subject matter related to home economics may be prepared in advance. Each picture or card is cut into two pieces. The students find their partners and each group of two students discusses the implications of a particular problem. Fleck recommended this procedure especially for teaching in the areas of family life, child development, and consumer education.

2. **REACTIONS TO SPECIFIC WORDS** A discussion on eating between meals was introduced by having the students in a nutrition class write their reactions to the word "nibble." Their answers, which were tallied and read to the class, included "Makes me think of calories," "That's what I do when I watch TV," and "I nibble when I am lonesome."

3. **INCOMPLETE SENTENCES** An incomplete sentence that is written on the board may stimulate discussion. One example suggested by Fleck is "I think a father should _____."

4. **EMOTIONALLY TONED PICTURES** A newspaper or magazine picture that is related to the subject matter might be shown with an opaque projector. Child care and family relations topics can be introduced in this manner through such pictures as a young couple on a date or a child who is leaving for camp.

¹¹Henrietta Fleck, "Add New Dimensions to the Discussion Method," *Forecast for Home Economists* 747, November 1953.

5 CHALLENGING QUESTION A question like, "What does Thanksgiving mean to you?" might start a discussion. Each student could present her idea and then "pass it on" with a request for the next student to tell what she thinks.

The above approaches can serve as motivators for particular kinds of home economics objectives. You may find them useful as techniques for discovering problems your students have relative to a particular subject matter area, as culminators for a particular concept—to help you really "clinch" a point, or as a focal point for evaluating a unit. Again, *whatever teaching methods or techniques you employ are secondary to what you aim to teach*.

The various types of discussion techniques include

1 "DISCUSSION 66" A technique that is applicable for large groups, for starting a discussion, or for injecting life into a lagging discussion is known as "Discussion 66" or "Buzz" groups. The number 66 was originally chosen because six persons were to talk about a problem for 6 minutes. Actually, the number of persons and the length of time can be varied according to the needs and size of the group. Each group may attack the same problem and pool their thinking following the "buzz" sessions, or each group may work on a different aspect of the problem.

A seventh grade teacher had her class break up into "buzz" groups with a few reference books available for each group. Each "family" developed "Ten Commandments for Good Dishwashing for Our Family." These were reported to the rest of the class and a revised version was mimeographed for each student.¹² This technique makes it possible to acquire the ideas of many in a short time.

2. "OPPOSITE PANEL." For review purposes, Fleck suggested dividing the class into two groups. The groups face each other. One group asks the questions and the other group produces the answers. The groups may be reversed during a class period.¹³

3 PANEL DISCUSSION A few of the students, or a panel of guests may be used to discuss certain topics. Each member of the group comes well prepared. The moderator introduces the subject and calls on one of the members to lead off. Other members are free to react to the ideas presented. The moderator guides the direction of the discussion, keeping it within predetermined bounds, and summarizes the prin

¹² "Co-operative Planning Pays Dividends" *Illinois Teacher* Volume 2, Number

1 p. 11

¹³ Fleck, *op cit*

capital ideas on various sides of the issue. Whenever possible, the class should be given the opportunity to ask questions, once the participants have made their presentations. At any rate, some opportunity should be given students for reacting to ideas presented to them in a panel. This could be done during another class session.

Connauton suggested using an equal number of teenagers and parents in panel discussions on problems that arise between teenagers and their parents, such as smoking and drinking, girls going to visit boys at college, and early marriage.¹⁴

4 **SYMPOSIUM.** In a symposium, there is usually one problem under consideration and each participant is held responsible for presenting the particular aspect that he is especially qualified to discuss. Each is given a certain number of minutes for his presentation, and, when all aspects have been presented, the participants exchange ideas or raise questions with each other. When time permits, the audience, too, should be given a chance to ask questions of the participants.

5 **DEBATE.** Topics which lend themselves to "pro" and "con" positions may be debated by teams of students. One member of the "pro" side begins by pointing out reasons for favoring the issue in question, and then a member of the opposing team gives reasons for being against the issue. The other members of each team have opportunities to present new evidence or to answer the arguments presented by their opponents. In a formalized debate, the class or a committee might serve as judges to decide which team presented the most convincing arguments and evidence.

Brainstorming

Brainstorming is a technique that has been used by a number of business firms to encourage creative ideas. Basically, brainstorming consists of placing people in a climate that encourages creativity with the suggestion that they produce a "storm" of ideas to help solve a specific problem.

Selection of a problem.—Best results are obtained when the problem is simple rather than complex, particular rather than general. The problem must be one that can be talked about, the subject should be familiar to the students, and the problem must have a number of possible solutions. A teacher must be cautious in the selection of a problem, in order to avoid encouraging "top-of head" thinking about

¹⁴ Marie F. Connauton "A 4-Part Family Living Course." *Practical Home Economics*, 4 15-16, December 1958.

problems that involve human relationships. Perhaps brainstorming should be limited for the most part to "how to-do-it" techniques, such as ways to set the table, prepare food, or do a step in clothing construction.

One type of problem for which brainstorming might be used is the selection of a project. If the Future Homemakers of America chapter were planning to have a community improvement project, a storm of ideas might help the group members to select an interesting and profitable one. Ideas for home-experiences or money raising projects might be suitable topics for brainstorming.

In our society where teenage marriages are prevalent and families are so mobile, students could do creative thinking about such problems as how to select a particular piece of furniture that will serve various functions, what other uses might be made of a given piece of equipment, and how to improvise necessary equipment for the comfort of sick persons.

Procedures

The four basic rules for making a brainstorming session fruitful were listed by Osborn as

1 *Criticism is ruled out* Adverse judgment of ideas must be withheld until later.

2 *"Free wheeling" is welcomed.* The wilder the idea, the better, it is easier to tame down than to think up.

3 *Quantity is wanted.* The greater the number of ideas, the more the likelihood of winners.

4 *Combination and improvement are sought.* In addition to contributing ideas of their own, participants should suggest how ideas of others can be turned into better ideas, or how two or more ideas can be joined into still another idea.¹⁵

Role of the teacher

The teacher should be very familiar with the principles underlying the development of creative thinking and the brainstorming approach. She might orient the participants by conducting a "warm up" or practice session on a very simple problem. Usually a general problem should be stated in advance so the participants may do some background reading and come prepared with ideas. Advance information about the specific problem may not be desirable because individuals may discard some of their ideas before presenting them to the group.

¹⁵ Alex Osborn, *Applied Imagination* (rev. ed.) New York: Scribners, 1957.

or they may determine ahead of time which is the best idea and then attempt to push that one. Spontaneity and the elimination of judgment are two factors that contribute to the effectiveness of brainstorming.

As the leader of the group, the teacher should set an atmosphere of encouragement so that individuals will feel free to express their own ideas and to carry on the chain reaction with ideas started by others. The leader may need to see that a participant presents only one idea at a time so as to give the others a chance to present their ideas. If ideas are slow in coming, the teacher might suggest certain categories as leads. Occasionally, the teacher has to go still further and suggest possible solutions from a list that she has developed in advance. The discussion should be kept within the boundaries of the topic. One or two students should be appointed as secretaries, to take down the ideas as they are presented. Ideas, rather than the names of the contributors, should be of primary importance.

Among the questions that the teacher or participants might ask to stimulate the flow of further ideas are the following:

1. What can be eliminated?
2. What could this be made to look like?
3. What else is like this?
4. In what other ways could this be used?
5. What can be substituted for this?
6. What if this were larger? or smaller?
7. Can the shape be changed?
8. What change can be made to speed up the process? or to slow it down?

Follow-up

The brainstorming process itself has value in stimulating creative thinking. Since it is especially useful in solving a real problem, the follow-up procedures are important. The ideas should be edited, classified, and screened. The most promising ones should be selected and developed further.

Dramatization

Several forms of dramatic methods may be used to advantage in home economics classes. Students may assume various roles spontaneously, they may read prepared scripts, or they may project their ideas through inanimate objects such as puppets.

Role playing

When used in the classroom, "role playing" refers to a spontaneous drama in which students assume certain roles and play them as they see fit. Role playing has many possibilities, among which are the following: (1) presenting emotional subject matter in an impersonal manner, (2) helping students see that other people have problems similar to theirs, (3) providing a realistic and interesting way of handling problem situations, (4) enabling the students, especially those who play roles, to identify themselves with real people, (5) giving an outlet for emotional feelings or tensions, (6) helping students to gain insight into their own behavior, (7) giving insight into ways in which other people react, (8) developing understanding of human relations and group behavior, (9) providing experience in acquiring empathy and thus developing interpersonal competence, and (10) providing an enjoyable learning experience in which students can solve problems creatively.

The basis for a role playing situation should be a specific problem that is suitable for acting and is real to the group. The problem should be understood clearly by the students and should be geared to the appropriate age level. Wood suggested several situations in teaching family relations where role playing might be used: "The Prompt Family, Setting the Curfew, Taking Younger Children with You, and How to Keep Peace in the Family."¹⁶

One of the possible ways of creating role playing situations is to read a short story, stopping it at a crucial point. Members of the class could assume roles of the characters and act out the rest of the story as they see fit. Another possible way is to select a picture, from a book of family pictures such as *The Family of Man*,¹⁷ and have the students enact the situation. These approaches enable the students to view a situation more objectively than they might if they were given the freedom of evolving their own situation and to accomplish this within the limits of a class period. Actually, the greatest learning for the whole class, not the players, probably is from the follow up discussion, ample time should be given to this.

Preferably players should volunteer for their roles but, in certain instances, they may be assigned to roles for which they have interest and understanding. An unfavorable role may be played by the teacher.

¹⁶ Mildred W. Wood "Use of Role Playing in Teaching Family Relationships." *Practical Home Economics*, 31:12-13 November 1952.

¹⁷ Edward Steichen *The Family of Man*. New York: Simon and Schuster, 1955.

or by a mature, secure student. Both the players and the audience need to have a clear understanding of the situation and the roles to be played as well as a knowledge of what to look for during the experience. The players may be given a short time to "set the stage" or decide how they want to begin. However, no further planning should be done in order that the scene may be kept spontaneous.

While the role playing proceeds, students in the audience may watch certain players, study the interaction between players, and think of ways they think the situation might be improved. The audience should avoid laughter or other means of conveying approval or disapproval to various roles. The teacher should stop the acting when the problem has been defined clearly or resolved and before tensions begin to mount.

Following the role playing, the class might discuss such points as what the players and the audience felt they learned, strong and weak aspects of the ways the roles were played, how various conflicts were resolved, and what other ways might be used to solve the problem. Among the techniques that may be used to make the evaluation profitable are the following:

1. **SOLILOQUY** The actors in a role playing situation usually find this to be a dynamic experience. If the actors have an opportunity between scenes to step out of their roles and tell the audience about their real feelings, the audience can share a moving part of the role-playing experience.

2. **ROLE REVERSALS** In the first part of a role playing scene a player might benefit from taking the role of a person different from himself, to help him understand how that person might feel. For example, a child might take a parent's role. Later, during that scene or in another scene, the roles could be reversed so the child would be playing his own part. For a young child, this provides an opportunity to practice what he might say when the real problem situation arises.

Teenagers might gain insight into the feelings of others by starting in opposite roles where a girl plays the part of a boy, and a boy takes the part of a girl. Once they feel at ease in these roles, they might go naturally into the reverse situation where each plays his own sex role.

3. **RE-ENACTMENT** Following the discussion of the various roles and how the situation might have been handled differently, another scene might be enacted in which the same players or a different set of actors would try to carry out the suggestions for improvement. They would have a basis for determining whether or not the new ideas were suitable.

The teacher's responsibility in the use of role playing is to insure

that it is a learning experience and not just an enjoyable or relaxing time. Through proper selection and orientation of the players, she can help the students to put themselves into the roles they are expected to play and to express their feelings well. She must guard against letting the discussion become merely a debate of opinions. If the students lack a factual basis for arriving at conclusions about a situation, the teacher should make resource materials available and encourage their use.

Pantomime

Some situations in home economics lend themselves to expression without the use of words. Fleck suggested that pantomime might be used to demonstrate school bus etiquette, efficient ways of doing homework, steps in baking a cake or in putting a hem in a skirt, and proper utilization of the attachments of a vacuum cleaner.¹⁸

Reading scripts

Published plays, written by an individual or by an association interested in promoting good family relationships, may be used in the study of child development or personal and family relationships. A student who is to take a certain part should have an opportunity to read the play in advance and decide what kind of character his part depicts. Excerpts from the play, or an entire brief play, might be read to the class. Preparation of the audience in advance and a discussion of the play following its reading are important, just as they are in role playing.

Puppets and marionettes

Fleck pointed out that "Students enjoy making their own puppets from socks, paper bags, scraps of cloth, buttons, yarn, balls for heads and the like. They may be operated as simple hand puppets or can be made into the more complicated marionettes operated with strings."¹⁹

The time spent in preparing the puppets should be considered in relation to the value of the learning experience. Simple puppets that are suitable for classroom use can be prepared rather quickly and spontaneously. More elaborate ones might be necessary for performances where guests are included, as assembly programs or open house occasions for the parents.

Role playing, dramatizations, and using puppets and marionettes

¹⁸ Henrietta Fleck, "Dramatic Methods Add Spark to Teaching," *Forecast for Home Economists* 75:39, February 1959.

¹⁹ *Ibid.*, p. 39.

are all techniques of teaching rooted in social psychology, they are illustrative of projective techniques

EXPERIENCES IN THE LABORATORY

Many people still conceive of home economics education as consisting of "cooking" and "sewing." Unfortunately, many home economics teachers spend a major part of their time stressing manual activities related to food preparation and clothing construction. For teachers with little interest or imagination, laboratory experiences in these areas tend to become ends in themselves. Students enjoy the activity and the opportunity to make things that they can take home. However, laboratory experiences should not be condemned because they are sometimes misused. A worthwhile laboratory problem is a "well rounded learning or work unit which includes manipulation construction and experimentation, planning and problem solving, together with the necessary demonstrations and related cultural knowledges and understandings."²⁰

Demonstrations

Lecture-demonstrations are used to present material to an audience so that its members can both see and hear. They may be used to introduce something new that will be practiced later by the students in their laboratory work or they may substitute for laboratory work especially when a limited budget does not permit the purchase of materials for laboratory use. Since meat cookery is likely to be quite expensive, a demonstration of a roast might be substituted for direct laboratory experience.

Effective uses of demonstrations

The purposes of demonstrations have been summarized very well in the *Illinois Teacher*:

- Sets a standard for a product
- Establishes a pattern of procedure for preparation of a given product.
- Helps students to judge the amount of time needed for preparation and cooking of the food
- Sets a standard for work habits
- Illustrates hard to-describe terms and processes

²⁰ Roy C. Fales and Roy V. Orendorf, "Projects—or What?" *American Vocational Journal*, 35:14 March 1960.

Gives pupils a chance for critical analysis
 Motivates the desire to try the product ²¹

Demonstrations are used commonly to teach skills, such as those in food preparation, home care, and clothing construction. Nevertheless, they can be used effectively to convey personal mannerisms, relationships between people, and other aspects that might be difficult to explain with words alone. They can be used as part of the regular classroom experiences for any age level in a home economics class. Their use need not be restricted to classrooms, however. An open house for parents affords an excellent opportunity for demonstrations to illustrate to parents what home economics education includes.

To increase the interest and learning potential of a demonstration, a teacher should be creative in thinking of ways to involve the students in the demonstration. One way to keep their interest alive is for the teacher to call on students occasionally to come and help her do something or to time a procedure. Another approach is to appoint in advance a student assistant who will work with the teacher on the time schedule, division of responsibilities, and actual presentation of the demonstration. Still another method is to have students give demonstrations by themselves. Of course, the teacher must give them adequate guidance to be sure that the rest of the class will profit from seeing the demonstrations. Students can learn a great deal from giving demonstrations: they may gain a sense of timing, knowledge about the subject covered, and ability to organize and think ahead.

Student demonstrations sparked interest in a nutrition class when the students paired off into teams, each student choosing her partner, one member of each team reported on a vitamin or mineral, while the other member demonstrated the preparation of a particular food that was rich in that nutrient ²²

Evaluation of demonstrations

The principles underlying the effective use of demonstrations might be classified as follows:

1. THE DEMONSTRATOR HAS THE PERSONAL QUALITIES NECESSARY TO PUT THE MATERIAL ACROSS TO THE STUDENTS. One of the most obvious personal qualities of the demonstrator is her appearance. A pleasing appearance and good posture are important. Clean and becoming

²¹ "Teaching Foods and Nutrition in the Space Age," *Illinois Teacher*, Volume 2, Number 5, p. 32.

²² "Teaching Foods and Nutrition in the Space Age," *op cit*, p. 33.

clothing contribute to a pleasing appearance. Clean hair, hands, and fingernails are important in setting sanitary standards.

The demonstrator's personality can "sell" what is being demonstrated. Enthusiasm, vivacity, poise, and a sense of humor help the audience to receive her ideas. The demonstrator's appearance of being at ease, her adaptability to the changing interests of the members of the audience, and her flexibility in meeting interruptions or emergencies help the audience to have confidence in her. Her open mindedness and willingness to listen to ideas that differ from her own help to make the audience receptive.

A natural and sincere voice is a real asset. Pleasing pitch, clear enunciation, varied emphasis, and a well modulated voice should be among the demonstrator's goals. She should endeavor to be heard comfortably by everyone in the group.

2. THE DEMONSTRATOR HAS PREPARED THOROUGHLY. Advance preparation includes thinking through the main points that are to be stressed and having thorough knowledge of the principles underlying the demonstration. In addition, the demonstrator plans carefully for each step that is necessary to put across the main points. She rehearses each demonstration before doing it in front of an audience.

Preliminary preparation also includes a time and work plan. The time schedule is worked out in detail. Market orders are planned to provide the necessary supplies and to allow for a little extra in case of an emergency, such as might arise from the mixing of a little egg yolk with a white that is to be beaten for a meringue.

Routine work or time consuming tasks should be done in advance so that the demonstration time can be used for new learnings. Routine measurements, opening of cans and packages, and some chopping can be done prior to the demonstration.

The demonstrator should check in advance to be sure that the right equipment is on hand and that all equipment is in good working order. Modern equipment usually is desirable. However, equipment similar to that used in homes of the community might be used to make the transfer of learning easy.

3. THE DEMONSTRATION SHOWS GOOD ORGANIZATION OF TIME. Simple skills require less time to demonstrate than do more complicated ones. The demonstrator should follow the plan for presentation that she worked out carefully in advance. She should be sure that various steps are done in their proper sequence. Illustrative materials are often effective.

The demonstrator should strive to make her movements constructive.

She can do this by working quickly and with ease of manipulation. Although a demonstration should move along quickly, the demonstrator should not rush through it. Wastefulness in time, motion, and use of supplies should be avoided.

4 MATERIALS FOR THE DEMONSTRATION ARE WELL ORGANIZED The introduction to a demonstration should give the audience a clear picture of the purpose and sequence to be followed. Explanation throughout the demonstration should be adequate to explain the steps and to present the underlying principles. Coordination of talk and motion is an art that contributes to an effective presentation.

The demonstrator can help the audience by outlining the steps and summarizing as she moves along. She should strive to make the demonstration simple and clear. A summary should be given and definite conclusions should be drawn before the lecture demonstration is complete.

5 THE WORK AREA IS WELL-ORGANIZED THROUGHOUT THE DEMONSTRATION An attractive setting for the demonstration should be selected. A colorful plant placed near the demonstration area can help to add interest.

The work area should be orderly at all times. A minimum number of dishes and the stacking of soiled dishes contribute to orderliness. Waste products should be discarded so they do not distract from the attractiveness of the setting.

At all times, processes being demonstrated should be visible to the audience. Trays and large equipment should be placed so as not to block the view of members of the audience. An overhead mirror may be helpful to enable all students to obtain a close up view of something that would be concealed on a flat table. The demonstrator should face the audience as she works and take pains to show how the product looks at various stages.

6 THE RESULTS OF A DEMONSTRATION INDICATE THAT IT WAS EFFECTIVE Since a demonstration is used to help students learn, one way of evaluating the results is to note the reactions of students. Do they seem to be interested? Have they been challenged to think? How do they apply what they have learned?

Another way of judging a demonstration is through the product or products that were prepared. Were they done on time? Did they set a satisfactory standard? Were they displayed effectively?

The demonstration method usually is used to a greater extent as class size increases. Audio visual materials, the use of which is discussed in Chapter 9, may be used effectively to present demonstra-

tions Among the advantages of a filmstrip or movie demonstration are these (1) the demonstration is given by an expert, (2) actual time necessary for preparation or cooking of food is reduced, and (3) materials that might be too costly or difficult to bring into the classroom can be shown effectively

Laboratory Experiences

Often lectures or reading are less effective in bringing about changed behavior than is actual experience in doing the desired activity Laboratory experiences have been one of the unique features of home economics classes since their introduction into the school curriculum Other subjects, such as art and science, are expanding their use of projects and laboratory experiences Nevertheless, first hand experiences do not necessarily bring about the desired learning results The fact that home economics education has used laboratory activities successfully through the years does not mean that laboratory experiences should be the only or even the major type of teaching procedure If laboratory activities are planned nearly every day because the students enjoy them and the teacher can get by with little preparation, the students probably are learning very little in spite of their opportunity to be active in a "learning" experience

One of the newer emphases in teaching is to limit the amount of time devoted to laboratory experiences and to place increased emphasis upon intellectualizing from the laboratory experiences

Learning Potentials of Laboratory Experiences

Laboratory experiences motivate the students because they provide opportunities for direct participation in planning and doing activities related to the facts and principles that are being studied Students who have difficulty with verbal comprehension may find laboratory experiences interesting and helpful in clarifying concepts

Laboratory work may also allow the students to have experience with a concrete task rather than just an abstract idea Through this activity, they may have direct experience with people things, or processes Opportunity for each individual to practice the desired behavior is afforded through laboratory experiences

Laboratory experiences can stimulate students to be creative or to express themselves For example, a foods laboratory affords opportunities for students to prepare foods in different ways and to react to

changes in flavor or texture. Students can learn to generalize and to apply generalizations in new situations.

Laboratory work may provide a student with a meaningful group experience. Students' concepts of people with different backgrounds are broadened as they work side by side. Furthermore, a democratic laboratory situation is conducive to bringing about changes in attitudes. *Inconsistency or invalidity of one's beliefs may be revealed in a friendly setting.*

Steps in laboratory work

A laboratory experience consists of much more than the actual doing. Its three stages are planning, executing the plans, and evaluating. When an experience is relatively simple, all three steps may be included within a single class period. However, many times planning takes place during a preliminary period or periods and the evaluating is done in a period following the activity.

1. PLANNING Prior to the planning period, the teacher introduces the students to the nature of the project. The teacher and students determine together what are the goals of the activity. Students should think about and compare various means of attaining their goals. Freedom of expression should be encouraged so that an experience can be adapted to the individual interests, needs, and abilities of the students.

2. EXECUTING THE PLANS While the plans are being carried out, the teacher has opportunity to observe managerial practices, social relations, and other factors which are not necessarily parts of the techniques that are being executed. An activity period for the students is very demanding of the teacher. She must be constantly alert to see that safety precautions are observed. She needs to guide students in the correct use of supplies and equipment, and she may have to make simple repairs or else assist students in adapting their plans, in case equipment breaks down. She can raise questions to help them think through ways that they might improve their use of resources. She needs to be sensitive to the social relations that are developing within the teams or groups of students. Personal tensions or insecurities may be observable before they become great enough to cause antisocial behavior. Attention should be given to the cleanliness and orderliness of the work area throughout the laboratory period and particularly before the end of the period.

3. EVALUATING Evaluation of the success of a laboratory experience should be in terms of the specific goals of the class. The students, under the guidance of the teacher, should consider the effectiveness

of their own activities. Among the questions that might guide them in their evaluation are the following:

1. Did we have a definite and attainable goal?
2. Was the activity focused upon a basic understanding, not just "busy work"?
3. Was the activity natural and life like?
4. Was the problem of personal significance and interest to us?
5. Did we exert wholehearted effort to achieve our goal?
6. Did we grow in the ability to plan and direct our own activities?
7. Did we use the basic steps of problem solving in designing and proceeding with our laboratory experiences?
8. Were we able to relate previously learned facts and principles to this activity?
9. Did this experience help us to grow in our understanding and ability to generalize?
10. To what other situations can we apply the understandings we have gained from this activity?
11. Was the activity completed in the time allotted for it?
12. Was the amount of time required for preparation justified by the results we obtained?
13. Did the cooperation of the group strengthen our individual ambitions to make the desired behavior changes?
14. Were our concepts, values, and feelings modified through this experience?

Activity in the laboratory is not an end in itself but is an integral part of a total learning experience. As examples of how laboratory work can be integrated into the study of home economics, the following suggestions might guide a class in planning experiences pertaining to meal preparation for five consecutive class periods. Of course each class has different needs and abilities which must be taken into consideration; this pattern is merely suggestive and it should be adapted to the goals, time schedule, maturity, and interests of a group.

First day. Plan a specific meal for a family group.

Decide on a specific menu to follow the suggested pattern. Plan the other two meals to make a well balanced day's menu. Study recipes, consider buying problems, check supplies, and prepare a market order.

Second day. Study the nutritive value of a menu pattern.

Read magazines, bulletins, or books for information on the special problems for the week. Discuss the nutritive values, principles of

cooking, buying suggestions, and ways to prepare and serve the foods

Third day Prepare a work schedule

Analyze the jobs to be done Assess resources available—equipment, abilities of students, time, and money Determine the sequence of activities Divide the responsibilities among the members of the family group Preliminary preparation of the meal may be started

Fourth day Prepare and serve the meal

Degree of efficiency in carrying out the plans, order and cleanliness, and attitudes should be observed

Fifth day Evaluate the planning, preparation, and serving

Each family group should consider its objectives, how well they were accomplished, and what improvement might be made another time Each group might present a report that would be helpful to the entire class The class might discuss how to get the greatest possible benefit from its laboratory work Students may be given the opportunity to search for answers to questions that are related to their laboratory experiences

HOME AND COMMUNITY RESOURCES

If a home economics program is to achieve its objectives, it must assist students to apply what they learn at school to their daily living at home and in the community A teacher should give guidance and special emphasis to ways that home economics education applies to family living in her community by the effective use of home and community experiences, resource persons in the classroom, and field trips

Home and Community Experiences

A real measure of the effectiveness of your teaching is the extent to which your students are able to illuminate and alleviate home and family living problems What is learned in school does not automatically transfer to what the students do at home—but you can help to create conditions that will interest the students in applying the things they learn at school to their home living You can help them plan experiences that will reinforce their classroom learnings and make a real contribution to their personal and family development

The term *home experiences* refers to "learning activities related to

family problems which are planned, carried out, and evaluated by the pupils in their homes, under the guidance of the teacher and parents, for the purpose of personal development and improvement of home life' ²¹ Home experiences may be of two types, according to the needs of the students and their families

Home practice the practical application of specific school learning to home activities for the purpose of developing skill in an appreciation of sound homemaking procedures

Home project the application of principles and techniques of homemaking to the solution of a particular personal or family living problem. The project is planned, carried out, and evaluated by the pupil in the home with the guidance of the teacher and parents ²²

An example of a home practice would be a student's preparation of a food product at home after the student has seen the procedure demonstrated by the teacher or in a film at school. A home project is more comprehensive and problem oriented rather than skill-oriented. A student might decide to plan, prepare, and serve the evening meal for the family for a week. He might choose to place particular resource limits on his experience, so as to enhance learning. For instance, he might place a limit on money expenditure or time.

One teacher encouraged her students to share their home practice experiences with other class members and at the same time she motivated the class to try at home what they learned at school through a "participating bulletin board." Schematically, it looked like Table 8.

This section will help you to understand some of the principles underlying the effective use of home experiences. You will find also suggestions to help a teacher guide her students in the selection, development, and evaluation of their experiences.

Principles—The fundamental principle to keep in mind as you introduce the idea of home and community experiences to your students is that they are a natural and integral part of home economics education. As the plans for a course are being developed cooperatively, students should be encouraged to think in terms of what can be done best in the school and also what needs to be done outside of the school. An illustration of how the class, home, and community can provide and reinforce learning experiences is shown in Table 9 (see page 214).

Lappeatt experimented with two methods of directing home experi-

²¹ American Vocational Association, *Definitions of Terms in Vocational and Practical Arts Education*. Washington, D.C. American Vocational Association, 1954, p. 15.

²² *Ibid.*, p. 15.

TABLE 8

What Have You Done?

-
- I. What We've Done at School**
 Had demonstration of preparing variety meats
- II Ideas to Try at Home**
Prepare and serve liver, heart, kidneys, sweetbreads, any others?
- III My Try-out or Testimonials**
Jane Jones Made a liver loaf for Tuesday night. Even my brother liked it.
Sue Garrett Mother and I shopped for and prepared a pickled tongue We served some of grandmother's special horseradish sauce with it It took a long time to cook it but it was tasty Dad said it reminded him of butchering time when he was a boy I have the recipe if anyone wants it
-
- I What We've Done at School**
 Discussed alternative ways of getting protein in the diet Examined diet patterns of cultures where meat was limited
- II Ideas to Try at Home**
Find out how your family meets its protein requirement Read about eating habits of other countries Visit with an "old timer," a person from another country, etc., to get ideas of how others fulfill protein needs
- III My Try-out or Testimonials**
Lois Young We had enchiladas and refried beans last night I liked them much better than I had expected to
 (Other students fill in their accomplishments)
-

The title was written with yarn This idea was in the form of a printed cardboard or tear sheet that could be replaced weekly Plenty of space was provided for students to fill in ideas to try and their testimonials

ences (1) the experimental method consisted of using home experiences as part of the total home economics experience to enrich the program according to the abilities and interests of the students, and (2) the control method was simply to add home projects to their regular classroom activities She found that the students under the integrated method recorded four times as many projects during the school year as the students in the control group Interviews with the students revealed slightly more acquisition of new and improved skills by the students in the experimental group than by those in the control group In parent interviews, reports of considerable change in the

TABLE 9
Analysis of a Goal*

Goal	Proposed learning experiences	Situation in which the learning experience can be provided
To learn how to use pressure saucepans in planning and preparing series of meals for family on evenings when Mother works late	Plan menus	Classroom
	Work out market list	Classroom
	Market for foods	Community
	Prepare and serve meals	Home
	Evaluate results	Home and classroom

* Partially quoted from *Home, School, and Community Experiences in the Homemaking Program* Vocational Division Bulletin No 252, Home Economics Education Series No 29 Washington, DC US Department of Health, Education, and Welfare, Office of Education, 1953, p 23

girls' behavior at home came more frequently from parents of students in the experimental group, than from those whose daughters were in the control group²³

A second principle is that students learn by doing. Home experiences provide opportunity for students to obtain additional practice and develop greater skill than would be possible within the limitations of classroom time. More of the class hours may be spent with the demonstration of new techniques, the clarification of principles, and increasing available knowledge when opportunity for practice outside of school is used. The learning takes on added significance because it takes place in a real life situation. School learnings are reinforced and more likely to "take" if what is learned at school makes sense and has meaning at home.

In the third place, home and community experiences help to meet the varying needs of students who differ in their abilities, interests, needs, and home backgrounds. Some students need a great deal more drill than others do to achieve the same level of accomplishment.

²³ Selma F. Lippeatt "An Experimental Study to Determine the Relative Effectiveness at the Secondary Level of a Home Experience Program Planned as an Integral Part of the Homemaking Curriculum and a Home Experience Program Used as a Supplement to Classroom Activities" Unpublished doctoral dissertation, Pennsylvania State University Abstracts of Doctoral Dissertations 16 404-405 1953.

Home practice provides an opportunity for such students to develop a comfortable feeling with various techniques. They perform at their own rate without the pressure of competition with time and other students' abilities and skills. For those students who are capable of going beyond the classroom activities to the place where they can carry responsibilities and learn to manage their own activities, home and community experiences provide problem solving situations.

Bemis studied the kinds and qualities of home experiences achieved by students of low, average, and superior intelligence. She found that slow learning and retarded students had a tendency to choose home experiences that were not realistic in terms of their abilities; they had difficulty in using printed materials to help them solve their problems, in managing their resources, in achieving their goals, in bringing their projects to a successful conclusion, and in applying generalizations. She recommended that slow students might benefit from home practice of skills. On the other hand, superior students should receive greater challenge to develop their "creative, managerial, and leadership abilities." They were able to use resources in solving their problems and to achieve success with experiences requiring the "application of generalizations, abstract reasoning and weighing of values."²⁰

A fourth principle is that home experiences provide opportunities for home and school cooperation to promote learning. One key to the success of a home experience program is making sure the parents of the students understand the purposes and nature of the projects. In order to make home experiences seem interesting and worthwhile to the students and their families, the home economics teacher herself must realize their possibilities and be convinced of their values. Then she will be interested undoubtedly in informing other members of the community about some of the worthwhile, successful experiences of her students. Completed projects and reports of what the students have learned through their home experiences provide excellent materials for exhibits, window displays, newspaper articles, and letters to parents of students in other classes where home experiences are being introduced.

Home experiences can help to promote healthy relationships between the student and her family as the student learns to appreciate the functions of the home and to contribute toward its operation. Like wise the other members of the family can grow in their appreciation of the home and their understanding of and respect for the home eco-

²⁰ Jane S. Bemis "Home Experiences of Michigan Ninth and Tenth Grade Pupils of Varying Abilities." Unpublished doctor's dissertation, Pennsylvania State University. (As abstracted in *Journal of Home Economics*, 32:203-209, March 1960.)

nomics department as they see evidences of careful planning and execution of ideas. Not to be neglected is the satisfaction a home economics teacher gains from working with the students and their families in helping them solve real problems. Through conferences and home visits, the home economics teacher gains insight into the needs of her community. The entire home economics program can become more realistic as a result of using home experiences effectively.

Guiding experiences

The teacher's role in guiding home and community experiences might be divided into four aspects: selecting, planning, developing, and evaluating the experiences.

I. SELECTING EXPERIENCES When and how home projects are introduced, especially to the beginning classes, can influence student receptivity of the idea. Many teachers introduce them during the first few weeks when the year's work is being planned. Others prefer to wait until later in the semester when they can visit homes or explain home experiences at an open house. A bulletin board or display may be an effective device to show the kinds of projects students might choose. A former student who can share her home experiences with the students might also spark enthusiasm and interest.

Among the characteristics of a good home or community project are the following:

1. It contributes toward the goals of the home economics education program.
2. The student is interested in it.
3. It is within the capabilities of the student.
4. It provides a new and challenging experience for the student.
5. The family is willing to cooperate with the student.
6. The student and/or the family have the necessary resources to carry out the project.
7. The values of the project will be worth the time, effort, and money that the student must spend on it.
8. Necessary information to help carry out the project is available.
9. It includes opportunity for personal growth and growth in family or community relationships.

In guiding some students toward selecting a suitable experience, the teacher may need to direct their thinking to their responsibilities to their family even though employment or other activities take considerable time outside of the home. Other students may be carrying

very heavy home responsibilities, the teacher may guide these students to work on ways of simplifying some of the tasks that are time consuming or fatiguing. A home or community experience is not merely a requirement that the student fulfills. Rather, it is an opportunity for him to receive special help in solving a real life problem that is crucial to him.

Home experiences may be developed in any area of the home economics program. The following suggestions for home experiences have been adapted from some that were developed in the state of Washington.

Clothing construction of clothing for a younger child, making over or renovating a garment, keeping clothing accounts and planning a clothing budget, mending, care of their clothing, selecting clothing for a special occasion.

Foods and Nutrition planning and preparing family meals, food preservation, improving storage space for foods, preparing family meals at different price ranges, purchasing groceries.

Family and Community Relations planning family recreation and a reading hour, taking responsibilities in hospitality, doing community work, home nursing, home safety, caring for children at church nursery, visiting and writing letters for people confined in a home for the aged, learning from grandmother how to prepare dishes from another land.

Child Care caring for a small child, doing something with and for a child, teaching a younger child, helping a kindergarten or nursery school teacher.

Home Furnishings and Housing improving the inside of the house, window treatment, storage space, improving the outside of the home, assisting parents with a move into a new home.

Home Care assisting with home responsibilities, taking complete responsibility for a specific task in the home.

Home Management planning and directing the preparation of dessert for a church supper, arranging for the family laundry to be picked up, planning and carrying out a family cook out.²⁷

An entire class, or a small working committee, might decide to work on a school or community experience. Community surveys or

²⁷ Adapted from Laura E. McAdams, *A Guide for Directing Home Experiences* Mimeographed, University of Washington, pp. 16-23 and from *Homemaking Education Home Experiences* Home Economics Bulletin 21 Olympia, Wash. State Board for Vocational Education, pp. 6-8.

family practices, home activities, or food availability could provide valuable information for home economics classes. Service projects, such as planning an exhibit for a store window or providing food or service for families, could benefit people in the community while providing valuable learning experiences for the students. Adolescents are keenly interested in working for worthwhile causes, community experiences can provide constructive outlets for them.

In selecting a community project, the students should consider the local problems and ways in which they might help to improve community living. The purposes of the project must be stated clearly. Permission from the school principal should be obtained before undertaking a school or community project. Cooperation of community group leaders is advantageous. If students will need to leave the school, parental approval should be obtained.

2. PLANNING EXPERIENCES The steps in problem solving are the basic procedures involved in planning home and community experiences. Briefly these consist of

- 1 stating what one plans to do for the project,
- 2 analyzing the time, work, and money that will be necessary to solve the problem, and assessing how much of these resources are or can be made available for use,
- 3 obtaining the necessary information to solve the problem,
- 4 weighing alternative methods for solving problems,
- 5 making choices as to how one will proceed,
- 6 proceeding to carry out the plan,
- 7 evaluating the results continually,
- 8 revising the plan if necessary and trying other approaches until the project is completed successfully.

In thinking through his plans, a student might try to be specific about *what* he hopes to achieve, *how* he can accomplish each part of his plan, *when* he can do each step, *how much* it will cost, and *where* he can receive help.

Planning may be done in conferences between the student and teacher at school, the teacher may visit the student's home to discuss the plans with the student and his family, or the teacher might contact persons in the community. Whether or not the teacher visits the home, the student should be encouraged to plan with his family and/or others involved.

A cumulative record may be kept to indicate which of the areas of home economics were selected for home projects by a student during

each semester. The student can see the blank spaces and be encouraged to work on projects that will give breadth or depth to his total experience.

3 CARRYING OUT EXPERIENCES The teacher may be able to guide students by assisting them in finding references to help them solve their own problems. The wise teacher guides students only to the point that they need help, but does not do too much of the thinking for the students. On the other hand, the teacher may need to suggest ways of overcoming problems that might be keeping students from making progress and thereby discouraging them.

If a student is engaged in a home experience and the teacher can arrange to visit the home while the project is being developed, she can gain first hand knowledge of the factors that affect the planning and carrying out of the project. She learns much more about the student by seeing him in the home setting and the student also understands the teacher better by seeing her outside of the classroom. Before she visits a home, a teacher should explain the purpose of her visit and make an appointment for a time that will be convenient for the family. Suggestions for this type of preparation were given in Chapter 4. In addition to preparing the family for her visit, she should give attention to her own preparation. Her grooming should be in keeping with the standards of her profession. She should obtain as much background information as possible about the family and she should think through what she hopes to accomplish by her visit.

Planning and carrying out a community service project can involve the entire class in determining what the goals of the project are, what equipment and supplies are necessary, and how each subcommittee's work can contribute to the project. Committee members may shift around to obtain varied experiences during a project. Each committee should keep written records of its activities, accomplishments and problems. Publicity in local newspapers and exhibits showing the improvements resulting from projects can inform the community members of the valuable contributions home economics education makes to the community.

Community projects need not be large or "glamorous." One chapter of *Future Homemakers of America* rendered a great service to its community by volunteering to assist a nearby hospital by rolling bandages or doing any other kind of work that was needed. Through such a project, the students learned many ways that volunteers could render helpful services to their community.

4 EVALUATING EXPERIENCES Many of the techniques of evaluation,

as will be described in Chapter 10, can be used by the students and teacher to evaluate home and community experiences. Effective devices include score cards, rating scales, tests, diary records, and written statements by the parents, community members, and/or students.

To extend the benefits of a home experience beyond those received by the student and his family, the student may share results of certain projects with other class members. Through occasional brief reports or through a final oral report, a student could explain specifically what his goals were and how he went about accomplishing them. He might be able to bring in illustrative material to show "before" and "after" contrasts.

In evaluating a project, students should think through how well it fulfilled the criteria for suitable projects as agreed upon by the teacher and students. Evaluation should be a continuous part of the project, not just its conclusion. It functions as a student checks his progress, weighs alternatives, and searches for knowledge. It should also help him formulate new goals and procedures.

Various methods of presenting written reports are acceptable. In general, a report states or cites the student's purpose in the project, reasons for selecting it, his plan for carrying it out, what he actually did and how he overcame any difficulties that arose, illustrative material used, records of time and money used, and an evaluation of the results of his activities and of what he believed he learned through the experience.

As an illustration of the kind of report that might be written, one student gave the following account of her home project on "Caring for My Sister."

I was certainly glad when we started to study Child Development, since I was having plenty of trouble caring for my little sister. Mother went to work when Susie was $2\frac{1}{2}$ years old and it wasn't long before Susie had very bad habits. I did not want to take care of her in the first place and each day I dreaded my task more. When our homemaking teacher suggested some of us might like to do a project at home I decided to turn this into one.

I told my homemaking teacher about my difficulties, and she said she would help me. From some of the reading we had done at school, and from our classroom discussions, I thought I knew why Susie was such a problem, but I wasn't sure. To begin with I knew that Susie did not have suitable toys. I had been planning to make her some like we made at school, but I hadn't had time. Another thing I knew was that she didn't have a place to keep her things. She had to sleep in my room and hang her clothes in my clothes closet. I wouldn't let her keep her toys in my room because I didn't want it in a mess all the time.

After discussing the project with my teacher I decided to do the following

- 1 give Susie one corner of the bedroom and fix it up for her things
- 2 make some toys for her
- 3 try to find out why she had some of her bad habits and learn what to do to change them

First, I got some orange crates and made a cute little wardrobe I covered the crates with wall paper and made a rack from an old broom handle Now Susie had a place to hang up her clothes I got some small hangers for her coats and dresses She could put shoes, underclothing, socks, and other things on the shelves inside the orange crates I fixed some more orange crates for her to put her toys in I gave her one corner of my room and placed the wardrobe and toy boxes out to make a partition It made a little room for her She was so proud and has put her clothes and toys away without a fuss lately

I also made Susie some toys I read about toys for a 3-year-old first. Father had some old scraps of lumber so he cut out some blocks for me to sand and paint Besides the blocks I made a peg board, and a puzzle These toys will help Susie to develop muscle coordination I also made a doll out of an old stocking This she needs for imitative play Later I plan to make more things for her

Susie will be a good cook when she grows up because now I am letting her help in the kitchen when I get dinner She loves it and shows Father what she makes It is certainly much better than trying to find things that are new and different to keep her out of mischief while I get dinner on the table

Susie used to have temper tantrums but doesn't seem to have them any more I think she was upset by Mother being gone most of the time Also, having a place of her very own and something to do helps

I read several good library books about children I also sent for some bulletins showing how to make toys I didn't realize there were so many books and bulletins nor had I known where to get them Mother is interested in reading them, too

I have learned to keep my feelings in check during this project. I have counted "10" many times when I was going to scold Susie for something, and the difference in her behavior is all of the compensation I need for all of my effort I don't think I will ever get as much satisfaction from doing anything again I will soon be able to use what I have learned working with Susie, as I am to be married this summer ²⁸

Use of Community Resources

Community resources are those persons, places, or objects in a community (apart from the school) that have educational value Most communities have rich sources of people who are willing to be called upon but are waiting to be discovered A home economics teacher who

²⁸ Adapted from *Home Projects in the Homemaking Program* Sacramento California State Department of Education, Bureau of Homemaking Education, 1949, pp 28-29

is alert to the types of personal experiences and abilities that might enrich her classes may discover talents among members of her social groups or their friends. Students have wide contacts and can sometimes make very helpful suggestions of places to visit or persons who could make outstanding contributions by coming to the school.

Resource persons in the community

Resource persons are people who can provide educational experiences based upon their own personal or professional experiences. They may be professional members of the community, skilled workers in occupational fields related to home economics, homemakers, or persons who have found satisfying ways of using their creative abilities. They may be used in many different ways, according to their educational backgrounds and the nature of their contributions.

People who believe in the educational benefits of their public school system want to be helpful to the teachers and students. They may feel very inadequate when asked to demonstrate or participate in a class discussion but usually they are willing to help if they are given the necessary encouragement and guidance. In fact, they will be flattered that you think they have something worthwhile to offer.

In addition to the feeling of pride and enjoyment they experience from sharing their talents, resource persons become personally involved in the home economics education program. Perhaps they have never known much about it. They may never have been aware of its breadth or the ways in which it prepared students for their home and family living. You have an opportunity to interpret the program to your guests and to stimulate them to learn more about home economics so they can make an effective contribution to your program.

The students benefit greatly from the personal contacts they have with members of the community. Persons who are actively involved with the phases of home or community life which the students are studying can make the study come alive and highlight practical applications. Each resource person has his own individual ideas which supplement anything that the students might be able to read. Resource persons can stimulate students to obtain further information about certain aspects of a problem and they can help to clarify points in answer to questions that the students might raise.

Variety can be stimulating and helpful. In a field of study that is as broad as home economics, only an exceptional teacher can have equal mastery and up-to-the minute information in all phases of home economics. The use of resource persons can provide an opportunity for

the students to have accurate and recent materials from a person who is an authority on a particular topic.

Before a guest speaker is invited to come into the classroom, the teacher and students should plan together what they are trying to accomplish during the study of a particular unit. Once their goals are clearly in mind, they may realize that certain objectives could be covered best by bringing in a resource person. The teacher may initiate the idea of inviting someone with personal experience to help answer specific questions, or the students may know someone who has had an experience that might be shared with the class.

Either the teacher or a student may extend the invitation for a resource person to visit the class. The invitation should state clearly what the class is interested in knowing, perhaps giving a list of questions that the speaker might answer. Also, the method of the guest's participation should be clear to him.

Barkley pointed out that resource persons can contribute in a variety of ways in the classroom. They can participate in symposia, panel discussions, and informal class discussions. They can give demonstrations or talks. They might be interviewed by students who are members of a team or working committee. She suggested the types of persons who could be used effectively for various topics in home economics. Many of her suggestions have been included in the following list.²⁰

Persons	Topics
A. <i>Community Members</i>	
Doctors	Nutrition, mental or physical health, adjustment to marriage, pre natal care
Clergy	Selecting a marriage partner; family values mediated by a particular religious group
Public health nurse	Physical care of a child or sick person, mental health, improving health equipment in emergencies
Florist (or person whose hobby is raising flowers)	Flower arrangement
Lighting expert	Functional home lighting
Successful hostess	Time and energy management, new ideas for food combinations, table settings, entertainment.
Man whose hobby is cooking	Food preparation

²⁰ Adapted from Margaret V. Barkley, *Look to Human Resources in the Teaching of Homemaking*. Washington, D.C., National Education Association, Department of Home Economics, Bulletin 1957, pp. 3-6.

Persons	Topics
Young mother	Child care and development, techniques for dovetailing child care and housework
Graduates who took home economics in high school	How home economics has helped them, how high school courses can be more beneficial
Husband and wife	Family financial management, how family made crucial decisions
Parents with special ethnic background	Foreign foods, special family rituals such as Christmas celebrations, weddings, etc
Parents with different size families	Buying foods, changing managerial pattern as family size increased
Homeowners	Solving storage problems, remodeling a home, purchasing a home
Representatives of agencies (such as Red Cross, Salvation Army, health center, visiting nurse association, child welfare association, community planning board)	Helps and services available to families in the community, ways students can cooperate with community agencies
B Teachers and Students of Industrial arts	
Science	Furniture construction and refinishing, improving and improvising storage areas, making toys
Art	Simple electrical repairs, equipment operation, textile and food chemistry, physics principles involved in lighting
Physical education	Basic art principles in home decoration, selection of decorative objects for the home, planning a coordinated wardrobe, color psychology in food, clothes, and home decoration
Kindergarten	Planned physical activity for weight control, application of body dynamics principles in performing housework
Music	Development of children, children's interests in art, music, literature
Agriculture	Records suitable for family recreation
Business law	Flower cultivation and landscaping
	Laws that protect consumers, wills, legal problems of the family, marriage and divorce laws

A student hostess might greet the visitor upon his arrival at the school and show him where the department is located. A student might

also take responsibility for introducing the guest to the class. With the consent of the guest or guests, a talk or panel discussion might be tape recorded so that future classes could benefit from the experience without having to take the time of the resource person to visit the class again. Of course, a tape recorder may not convey the enthusiasm and personality of the speaker quite as well as his actual presence could do but recordings can be used very effectively to present information from a "voice of authority."

The real value of any learning activity comes from evaluating the experience in light of the original, clearly defined objectives. We cannot afford to leave to chance the drawing of conclusions and generalizations. Both the students and the teacher need to be cognizant of what was being taught and how much they learned. After the visit of a resource person, the class should examine what was learned from the experience by discussing such questions as the following:

- 1 Did the presentation fulfill the purposes set up for the experience?
 - 2 What new knowledge, skill, understanding, or appreciation was gained?
- Can this new learning be applied to the problems under consideration?
- 3 What principles were defined that are applicable to other situations?
 - 4 Is the activity worth repeating? If so, what improvements can be made in the planning and carrying out of the experience?²⁰

A resource file aids the teacher in planning future use of guest speakers. In addition to containing such information as the name and address of the guest, a card might indicate the topic or topics that this person could present, a summary of the principles that were covered when this person spoke to the class, and an evaluation of how well this experience met the needs of the class.

Each time a resource person visits a home economics class, a "thank-you" note should be sent promptly to express the appreciation of the teacher and students. The teacher may write her own note of appreciation. In addition, notes from the students give the guest insight into ways in which the experience was of benefit to them. Students also learn the courtesy of expressing appreciation when someone renders a helpful service.

Field trips

Study trips into the community can provide rich sources for instruction in many phases of home economics. Field trips are known by a variety of names such as *instructional trips*, *study trips*, *school journeys*, and *school excursions*. All of these terms refer to an educa-

²⁰ *Ibid.*, p. 10

tional procedure in which students go to observe and study materials in their functional settings or to observe workers in their occupational environments

Although the early Greek scholars introduced their students to the practice of observation and meditation in their environs, the development of field trips in American schools has been influenced considerably by our twentieth century society. Parents and professional educators have become aware of the values of utilizing the opportunities available in the community. Members of the community have cooperated heartily with schools in planning and working out experiences to fulfill specific educational objectives. The ease and low cost of modern transportation have made instructional trips feasible.

Perhaps the most obvious benefit of field trips is the interest they hold for the students. Opportunities to break away from classroom routines and tensions are always welcome. Students are motivated to learn as they have opportunities to examine materials and obtain new ideas. Field trips can be used to arouse interest in a new unit of study, to promote interest during a unit, or to review what has been covered.

Field trips furnish students with information that may not be available or as effective in any other way. First hand experiences with materials in their natural settings may increase the validity of the students' understandings of a subject. Knowledge can be clarified and applied to concrete, real life experiences. Furthermore, various subjects of the school curriculum can be integrated into a meaningful whole.

Field trips can help students to grow toward many of the objectives of home economics. For example, students can develop their powers of observation, learn where to go for facts and verification of information, modify their attitudes, see how people live, develop appreciations, become interested in profitable uses of their leisure time, develop initiative, and receive background to enrich their study of a subject.

In addition to the many ways in which field trips can enrich the educational experiences of the students, they have public relations value also. The blending of school work with actual life enriches the students' understanding of the community but it also contributes to the community's understanding of the school. In the process of planning with the teacher and students to make their visit worthwhile, the community hosts learn about the objectives and scope of the home economics program.

Meshke studied the use of community resources in ninth and tenth grade home economics classes. The ninth grade classes were studying "Food Selection and Purchase" and the tenth grade classes were study-

ing "Selection and Care of Electrical Equipment." Experimental classes visited food stores (ninth grade) and stores where they could investigate electrical equipment (tenth grade) Other classes, known as the "classroom" groups, used as many contacts with stores as possible in their classroom experiences—descriptive and pictorial materials, and newspaper advertisements "Control" groups received no information or special help, the teachers taught the units any way they desired Students who had actual store experience showed superior achievement on written tests The findings suggested also that students with store contacts were more self reliant, more likely to exercise judgment in meeting problem situations, and more likely to practice at home what they had learned.³¹

In spite of the many advantages of field trips, there are certain limitations of possible difficulties that may cause administrator reluctance or teacher inertia toward the inclusion of field trips A field trip can be justified only to the extent that it contributes to the objectives of a course The trip is not an end in itself, it may not be an educational experience unless it is carefully planned and utilized Considerable time is required to make the plans that are necessary for an effective experience When more than one class period is necessary, a trip may be difficult to fit into the school schedule

In determining the usefulness of a given experience, a teacher and her students need to think in terms of the criteria by which to select a field trip They might ask such questions as the following about how well the proposed experience can be used

- 1 Will the field trip experience be the best means for reaching the goal?
- 2 Is the experience suited to the maturity and interests of the students?
- 3 Is it part of a planned learning sequence?
- 4 What can the students learn through the use of this community resource?
- 5 Is the trip feasible from the standpoint of time, cost, and scheduling?
- 6 Will the field trip be likely to lead into other related and valuable activities?
- 7 Is the material to be covered known well enough by the teacher to insure adequate planning?

³¹ Edna D Meshke "The Effects of Utilizing Selected Community Resources in Ninth-Grade and Tenth Grade Homemaking Classes" *Journal of Experimental Education* 12 1-9, September 1943

8 Can the experience be utilized effectively within the time that can be devoted to it?

9 Does the location permit suitable travel arrangements to be made?

10 Will the information that is presented be authentic, accurate, and up to-date?

11 Will the experience encourage critical and constructive thinking?

A great variety of community resources lend themselves to worthwhile field trips for home economics classes. Among the places that might contribute to home economics objectives are the following:

Clothing and Textiles clothing factory, store, cleaning, dyeing, pressing, or laundry establishment.

Family Economics bank, broker's office; stock exchange, credit union, small loan company, credit bureau, social welfare agency.

Family Living settlement house, community center, family service agency, nursery school, youth recreation center, home for aged, family court.

Food and Nutrition packing, pickling, bottling, canning, or condensing plant, stockyard, elevator, warehouse, storage plant, bakery, dairy, grocery store, wholesale food market, restaurant or large feeding institution.

Health and Safety well baby clinic, sanitarium, hospital, first-aid station, home, office, factory.

Housing and Home Furnishing slum, middle-class, and exclusive residential districts, trailer park, public housing development, house under construction, exterior and interior of a building, landscaping, furniture equipment, or appliance manufacturer, distributor, retail store, interior decorating shop, picture gallery.

To guide yourself or other teachers in future years, you will find a file of possible field trips very helpful. Such information as the following might be contained on each file card:

- 1 Name, address, and phone number of the place to visit
- 2 Visiting days and convenient hours
- 3 Suggested transportation
- 4 Time required
- 5 Admission fee, if any
- 6 Nature of the guide service
- 7 Eating facilities (if needed)
- 8 Name of person to be contacted.

- 9 Specific details about where to meet the person in charge
- 10 Age or grade level for which the experience is most suitable
- 11 Nature of printed material available from the company
12. Evaluation of the trip for its intended purpose

Four basic steps are necessary in organizing and following through with field trips as successful learning experiences. The trip must be planned with the community host, the students must be prepared to profit from the experience, the field trip itself should be worthwhile, and suitable follow up activities should result.

1. PRETRIP PLANNING. A teacher who has a file such as the one just described has some idea of where to start. If no such list is available, she might follow some of the suggestions given in Chapter 3 about getting acquainted with the resources of her community. The students may share with the teacher in determining their goals and in deciding if a field trip would help, and what type would provide the most effective learning experience.

If possible, the teacher should visit the place in advance and talk with the host about the purposes of the trip. Together they can plan a tour that is suited to the purposes of the group within the time that can be allocated. Sometimes a list of questions that the students would like to have answered can be given to the host.

Each school district has its own particular recommendations about the arrangements that should be made prior to a field trip. Generally, permission for the trip should be secured from the parents and the school administration. Arrangements for transportation need to be made. If students will be away for more than one class period, permission should be obtained from their other teachers. Provisions for financing the trip may need to be worked out—school bus or public transportation with students paying their own fare, bag lunch or eating in a restaurant, and other expenses such as admission fees. A complete list of the students taking the trip, the destination, route, and time schedule should be left in the principal's office.

2. STUDENT PREPARATION. The students should be informed about such details as the place to be visited, expenses, schedule, and provision for meals. In addition, they should share in planning the proper clothing and equipment, such as notebooks, pencils, and cameras if permitted. They should know what behavior is expected of them on the trip and what safety precautions they should practice.

More important than the plans for the physical arrangements, is the clear understanding by the students of the purposes of the trip—why

they are going where they are going, and what they should expect to find there. Their interest can be aroused through the use of background materials or discussions. They may formulate specific questions to which they will seek answers on the trip. They may develop a framework to guide their observations and note taking. For example, if students were to visit a ready-to-wear department or specialty shop, they might plan to look for answers to such questions as

- 1 What dress fabrics are available in the store?
- 2 What is the price range of the dresses?
- 3 How do the standards of workmanship compare at the different price levels?
 - a seam allowances and finishes
 - b hem width and stitching
 - c decorations
 - d styles
- 4 What information is on the labels?
 - a trade names
 - b fiber content
 - c suggested care
 - d working conditions under which the dresses were made
- 5 What sales techniques are used by the sales clerks?
- 6 How do the prices of ready-made dresses compare with those of similar dresses that you might make?

The teacher is in the difficult position of having to provide necessary background to make the experience profitable to the students but she must also guard against giving them too much information. Students may feel that they have already learned enough about the subject and they may lose interest in the field trip if too much advance preparation is given. Instruction the day before the visit may be sufficient to spark student interest.

Plans for an entire class to leave the school may be highly complicated and unnecessary. Committees representing the class might arrange a visit after school hours, often they acquire better information by doing this than could be obtained by a large group. Following committee reports to the class, discussions might be held. Advance preparation is just as important for a committee as for an entire class. Students may need guidance on how to conduct an interview as well as on the types of information to seek. The teacher may, but need not always, accompany a committee. Nevertheless, she should be sure

that the persons being visited know how much background the students have and what information they are seeking

Another opportunity for a student or a committee to go into the community to seek information about a certain class objective might arise if it is not feasible to have a resource person come to your class. A student might interview a resource person with information on a particular subject and report back to the class. One class, whose members wanted to gain special insight into child rearing practices of the past, interviewed, with a portable tape recorder, fifteen grandmothers who were over 70 years of age. Prior to the interviews, the class had developed an interview schedule so that their interviews would have a similar focus and their queries would elicit responses to particular kinds of data. In this way, a few class members were able to bring to the whole class the real life experiences of a number of resource persons in a provocative and interesting manner.

3 PROCEDURES DURING THE TRIP. Instruction can take place en route to the destination if students are alerted to things of interest along the way. Once the group reaches the place to be visited, the teacher should be sure to introduce the hosts clearly and loudly enough so that the students can hear their names and titles or positions. A large group may be divided into several smaller groups to permit students to see and hear better, but each group should follow one plan.

Students should be given opportunity to talk with the guide and to have their questions answered. A class journalist should be chosen in advance. His responsibility is to prepare a complete and accurate record of the trip. In the event that time for questions must be restricted, the journalist might be presented to the guide and his list of questions might be given priority, as representing those of the entire class. Unless a journalist is used, emphasis should be given to questions of concern to the group rather than just to individual students or the teacher. Nevertheless, provision should be made for fulfilling the special interests of an individual.

If the plan for time and sequence has been followed, the group will be ready to leave at the scheduled time. The teacher and students should express their appreciation for the opportunity of observing and receiving information about the subject they were studying.

4 FOLLOW UP. The teacher and/or students should write "thank you" letters within a few days after the field trip. Letters should be sent to all who shared in making the trip possible—hosts, guides, speakers, parents, and drivers. The class should discuss the trip itself—in what

ways they found it profitable, what experiences interested them the most, what they learned or failed to learn from the trip, and how it could have been improved.

Learning activities following the trip might include reports by individuals or groups, discussion of reports, and finding answers to questions that were stimulated by the field trip. Information gathered in follow up activities should be related to the original problem or unit that inspired the field trip.

One type of follow up activity might be to share their learnings with other classes or members of the community. Students might write an interesting account of the trip for the school paper or local newspaper. They might assemble materials for a school display, including such things as samples gathered from the place visited, objects, posters, or pictures. A record might be prepared to give future home economics classes a picture of the trip.

Students with initiative may be stimulated to plan and carry out a project to incorporate the suggestions that grow out of a field trip. If plans for a school or community project are an outgrowth of a field trip, they may be correlated with another phase of the school program, thereby helping students to integrate their learnings.

INDEPENDENT THINKING

One of the major concerns of our society in recent years has been the fact that people are not tapping their potential thinking ability. Mass communication techniques, which provide a favorite pastime for many persons, may not require or stimulate a person to think. The rigors of school drill may be detrimental to independent thinking. Students find themselves living in a puzzling world—one in which hard work may not receive adequate compensation and yet one in which idleness is condemned to the point where people feel they cannot spend time "just thinking."

The development of ability to think might be divided into two aspects

Critical thinking thinking that proceeds on the basis of careful evaluation of premises and evidence and comes to conclusions as objectively as possible through the consideration of all pertinent factors and the use of valid procedures from logic.

Creative thinking thinking that is inventive, that explores novel situa-

tions or reaches new solutions to old problems, or that results in thoughts original with the thinker³²

Critical Thinking

Critical thinking is the ability to solve problems by using logical methods. Thinking and learning are not identical processes. A student may forget quickly a large portion of what he has learned but the ability to think has lasting value that should help a person adjust to new situations in his daily living. Although factors that affect one's ability to think clearly need further experimental study, there is some evidence that a person's attitudes and emotional state may affect adversely his ability to think logically.

Process of critical thinking

The steps involved in critical thinking might be listed as follows:

1. **IDENTIFYING AND DEFINING THE CENTRAL ISSUES** Crucial words and phrases need to be defined according to the ways in which they will be used in discussing the immediate problem. Schuster has said that there are two kinds of definitions: (1) *report* or *dictionary definitions* are statements of common usage which may need further clarification of any particular meanings that have been adopted by certain groups or at certain times, and (2) *stipulative definitions* declare the intention of a person to use a word in a given meaning during a given discussion.³³

The difference between these two types of definitions might be illustrated with the word "cooperate." The dictionary says it means "to act or operate jointly with another or others to concur in action, effort, or effect." This becomes a stipulative definition when the student describes specific kinds of action that indicate how a person behaves when he cooperates in a home economics class—e.g., he is considerate of the other class members; he does his part cheerfully for the good of the group.

One type of fallacious reasoning results from failure to define the meaning of a term or to define it in one sense and then shift to another meaning in drawing one's conclusions.

2. **RECOGNIZING THE UNDERLYING ASSUMPTIONS AND FORMING HYPOTHESES** The *Illinois Teacher* defined an assumption as "a proposition

³² Carter V. Good, *Dictionary of Education* (2nd ed.) New York: McGraw Hill, 1959, p. 570.

³³ Cynthia A. Schuster, "Can We Teach the High School Student To Think?" *Educational Research Bulletin* 37:97, April 9, 1958.

treated as true without examination. Assumptions may be generally accepted, they may not be accepted, or there may be some doubt as to their truth. Sometimes we are aware of the assumptions upon which we act, and at other times we are completely unaware of the underlying assumptions—we take things for granted." An illustration that might be used to show how assumptions serve as short cuts was given.²⁴

Suppose you call a co-worker and arrange for a Future Homemakers of America committee meeting for 8:00 P.M. next Wednesday. You agree to meet her at Jane's home at that time. In making this arrangement, and later acting upon it, what are the assumptions?

1. It is assumed 8:00 P.M. means the same thing to both parties.
2. You are both thinking about the same Jane.
3. It is assumed you both consider this agreement binding.

Once the students decide on which things they can reasonably take for granted, they choose their premises. Then they think about various possible solutions and formulate a plan of action centered around their hypotheses. An hypothesis is an informed guess that has a reasonable chance of being correct. Students might state the hypothesis that teenagers in their class eat adequate and nutritious meals. Or, they might hypothesize that there was a difference in the nutritional adequacy of meals they eat on school days and those eaten over the weekend. An hypothesis may be stated in the form of a question—e.g., What part of the day's nutrients do our class members obtain from snacks?

3. SELECTING AND ORGANIZING RELEVANT FACTS AND EVALUATING THE EVIDENCE. Students need guidance in discriminating between facts that are relevant and those that are irrelevant to a problem. As they read, they should learn to evaluate how the evidence was obtained and whether the conclusions need to be revised in the light of more recent data. They should learn to recognize the need for further data to confirm, qualify, or negate the evidence that is available. In addition, they should be able to differentiate between factual evidence and opinion.

4. DRAWING WARRANTED CONCLUSIONS. The process of logical thinking is not complete until a student learns to come to a conclusion. Among the abilities that are involved in drawing warranted conclusions are the following:

Ability to see the point. The ability to recognize the point in question

²⁴ "Thinking—A Major Outcome of Education," *Illinois Teacher*, Volume 2, Number 3, p. 31.

and to stick to it until it has been dealt with is the first essential in reaching a sound conclusion

Ability to restrict generalizations Schuster pointed out that hasty generalizations or leaping to a general conclusion from too few instances is very common. People fail to distinguish between an illustration and a proof. Or, they assume that two things which occur simultaneously or in sequence have a causal connection.³⁵

Ability to base conclusions on sound facts As mentioned above, facts must be separated from opinions. Precautions must be taken against errors of observation, memory, or personal bias.

Can you see ways you can apply these ideas as you work with your students?

Teaching critical thinking

As a teacher you can help students improve their ability to think clearly. Students will not learn to think merely by reading or studying the thinking of others. Very likely the students will benefit more from actual experience in problem solving than from learning the rules of logic. Thinking is a basic tool skill which must be developed through constant emphasis and use.

If you are to be effective in teaching your students to think, your own training must be adequate. A number of basic textbooks are available to introduce you to the subject if you have not had an opportunity to take a course in logic. In addition to this understanding you will need infinite patience in pointing out examples of fallacious thinking and clear thinking as they occur in your classes. Encourage your students to do this too. Schuster suggested ways of teaching students to avoid fallacious reasoning and to desire to think straight.

[An effective teacher] will judge when to mete out praise when to offer gentle correction and when to indulge in banter or sarcasm. In one tone and another he will have to repeat hour by hour, day by day, and year by year such comments as: "How do you like that! From two examples he jumps to the conclusion that it is always so. I ask for a proof that all combustion requires oxygen and you give me a report of one experiment in which oxygen was used up during combustion. How would you like it if I proved that weenies are always served with sauerkraut by showing you one meal of weenies and sauerkraut?" We asked you for reasons why you disapprove of _____, and all you have told us is how much you hate it!"

The "you might as well say technique is sometimes effective" You might as well say that since

³⁵ Schuster *op cit* p. 93

All Americans approve of eating, and
 The King of England approves of eating.
 Therefore, the King of England is an American³⁶

A teacher should be very careful to explain why students' answers are inadequate. She may stimulate them to think further by asking such questions as "How do you know?" and "Why is it so?"

Discussions are good means of demonstrating how to think through a problem. Bacmeister summarized three basic assumptions that should be kept in mind:

First, that differences of opinion are natural and to be respected, second, that we should meet contrary opinions not by contradiction, but by a genuine attempt to understand them and why the speaker holds them, third, that each must want not to win an argument or enforce his own point of view, but rather to do his share toward finding a plan which will be acceptable to all, or toward arriving at a better understanding of all the factors involved in a problem.³⁷

Debate is another effective technique for teaching students to think critically. They learn to admit when their evidence is only a probability. They learn to expose the fallacies in the thinking of members on the opposing team. You will need to help them evaluate between "successful persuasion" and "sound evidence."

As you choose learning experiences, your objective should be not to teach students *what* to think but rather *how* to think. By your own attitude and example, you can communicate to them a desire to think clearly. Bacmeister suggested a number of ways to encourage straight thinking:

1. Set an example. Work out a problem together. Let the pupils see how you go about it.

2. Provide stimulating situations. Keep pupils richly supplied with materials and experiences that provoke thought.

3. Supply useful information.

4. Cultivate imagination. If new facts are raw material, imagination is the bonding agent which combines them into useful forms. It is the power of the mind to construct or picture things.

Dramatic play or "pretending" of one sort or another is fine exercise in logic, imagination, and memory.

5. Emphasize varied relationship thinking. Seeing relationships between things is the real essence of thinking, and we can help our children to do so flexibly if we keep emphasizing the many types of possible relationships.

³⁶ Schuster, *op. cit.*, pp. 94-95.

³⁷ Rhoda W. Bacmeister, *Growing Together*. New York: Appleton-Century-Crofts, 1947, pp. 115-116.

- 6 Beware of personal bias
- 7 Correct bad habits of thinking
- 8 Thinking in broader terms³⁸

Examinations afford excellent opportunity to test the students' ability to solve problems. Questions dealing with the understanding of definitions are easy to state in objective form but often they measure memory rather than the ability to apply facts. Chapter 10 presents types of questions that may be used to evaluate student progress in critical thinking.

Creative Thinking

Among the factors that have been found to be characteristic of creative individuals are a sensitivity that a problem exists, the ability to produce a great quantity of ideas, the ability to be flexible in trying various approaches to solving a problem, and the ability to produce original or novel ideas.³⁹

Principles in teaching creativeness

Although we still have much to learn about the nature of creative thinking and the kinds of programs that stimulate creative thinking, a few basic principles seem to be clear. First, individuals differ in their ability to think creatively, just as they differ in other abilities. Training, knowledge, and ability are factors that may contribute to differences in capacity for creative thinking.

Another assumption about creative thinking is that it can be taught. The process of creative thinking involves complex behavior that is not automatically an outcome of the educational program. All subject areas provide opportunities for teaching creative thinking, although certain areas may lend themselves more readily than others do.

Home economics offers many possibilities. Finding ways to mediate important family values as ways of living change, creating an emotionally and spiritually satisfying home environment for every family member, resolving conflicts, and performing mundane tasks in ways which lead toward self-actualization should each tap the creative thinking ability of your students.

A third basic principle is that a social setting that favors individualism encourages students to develop their ideas. Over emphasis on conformity and cooperation may stifle originality. In home economics edu-

³⁸ Ibid. pp 104-113.

³⁹ Charles S. Whiting, *Creative Thinking*. New York: Reinhold, 1958, pp 18-19.

cation we need to guard against giving an impression that there is one right answer to a problem as this stifles creative thinking. Home economics teachers should encourage students to experiment and to compare various solutions.

Emotional factors may be related to the development of creative thinking. A desire for security, a concern about how others may feel about his ideas, and the fear of making a mistake may inhibit a person from applying creative thinking to the solution of problems.

To be conducive to creative thinking a problem must have sufficient difficulty so that it cannot be solved from previous experience or knowledge. Problems that can be reasoned out quickly fail to encourage creative thinking.

Program to improve creative thinking

The purpose of this section is merely to introduce some of the criteria that should guide you in selecting learning experiences that emphasize creative thinking: the habits you will try to teach, the personal qualities that students should develop, the functions of the teacher in encouraging creativity, and teaching techniques that might have merit for accomplishing this.

1. WHAT ARE THE STEPS IN CREATIVE THINKING? Osborn has summarized the phases that are usually involved in the process of creative thinking although they do not necessarily occur in any fixed order.

Orientation thinking up or recognizing a problem, defining it, breaking it into its components, and determining a suitable approach.

Preparation gathering pertinent data from the facts we already know and from additional materials.

Analysis separating parts of the problem that call for ideas from those that require judgment, breaking down the relevant materials to find relationships, and analyzing differences.

Ideation thinking up all possible ideas as tentative solutions or as leads to other ideas that might contribute to the solutions.

Incubation letting up on conscious effort for a time to give illumination a chance to help (a notebook may be kept on hand to record ideas that appear spontaneously).

Synthesis combining or improving upon other ideas to form a complete solution to the problem.

Evaluation judging the ideas yourself and having other people verify their worth.⁴⁰

⁴⁰Alex Osborn *Applied Imagination* (rev. ed.) New York: Scribner's, 1957, pp. 115-177.

2 WHAT PERSONAL QUALITIES SHOULD THE STUDENTS TRY TO DEVELOP?

Students should be encouraged to try to solve difficult problems and not to be content with easy solutions. They need to be willing to exert sustained effort and to try a number of different leads. They need accuracy in gathering information and caution in applying it. Curiosity and a spirit of inquiry should be encouraged. Optimism should be maintained so the student will feel that he can solve the problem eventually. A sense of humor helps the student to look at his mistakes objectively.

3 WHAT ARE YOUR FUNCTIONS AS A TEACHER IN PROMOTING CREATIVE THINKING? The primary function of a teacher is to set an example that the students will be stimulated to follow. She should exhibit an adventurous spirit and a willingness to try out new ideas. She should be careful to present various viewpoints in her discussions. She should teach the students to distinguish between facts that have been proven and hypotheses that are yet to be tested. As she guides individuals she should avoid telling them what to do but should use every opportunity to let students try to work out and evaluate their own ideas.

4 WHAT ARE SOME OF THE TECHNIQUES OF TEACHING CREATIVE THINKING? One approach is to have students use their imaginations in "Charades." Since no words can be spoken they must use many different ideas to present in a dramatic manner brief pictures of home and family life. Another approach is to emphasize the asking of questions. Students can be encouraged to ask questions that are related to what they study. One class decided that, rather than discussing in class their readings they would each write down three pertinent questions that the reading raised for them. These questions then became the focal point of the class discussion. Students can be guided in seeking answers to their own questions. Still another technique is to encourage creative thinking through the use of problem solving test questions. (See Chapter 10.)

In this chapter a number of alternatives were discussed which you will want to consider as you determine how you will teach. Keep in mind that the most effective method is determined largely by the kind of home economics objective you have defined. A possible learning experience needs to be screened through several sieves before it is utilized. Some of these are

1 Will this experience result in achieving the objective we have defined?

2 Is the method appropriate for my students in my school setting?

- 3 Will this experience express an efficient use of resources available to me—my skills and abilities, time, space, energy, and materials?
- 4 Do I feel confident in guiding this kind of an experience?

Rarely is a learning experience an end in itself. Its function is to facilitate a particular learning product. As you review the methods that were described previously in this chapter and as you study the following chapter, try some creative thinking yourself to see how you can adapt these ideas to your own teaching situation.

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9

INSTRUCTIONAL MATERIALS

As you have learned from previous chapters, an effective learning situation is one in which students are motivated to learn and they can see clearly what they are trying to learn and how they can apply it. Audio visual materials can be used with almost any type of teaching method to increase the learning that results from its use. For example, a lecture may be clarified through the proper use of slides, models, a chalkboard, or some other illustrative material. Complete understanding of a topic depends to a large extent upon perception which is enhanced by audio visual materials.

Scientific, artistic, and educational advances have combined to make a wealth of useful materials and techniques available for home economics teachers. Alert teachers will take advantage of these opportunities and try various types of audio visual aids that show promise of enriching their teaching. Students are bombarded with expensive and elaborate materials that have been developed for magazines, television, and other commercial usages. They are inclined to lose interest in their classwork if teachers fail to stimulate them with a variety of high quality materials.

In selecting instructional materials, a teacher might answer the following questions about their usefulness for a specific situation:

1. Is it the best means available to realize the goal?
2. Will this material make the learning situation more realistic and concrete?
3. Is it appropriate for the age, intelligence, interests, and experience of the students?
4. Will it make learning easier and quicker?
5. Does it present information in an interesting manner?
6. Does it stimulate the students to think critically?
7. Does it encourage the integration of subject matter?
8. Does it help the students to develop and improve skills?

- 9 Will it stimulate the development of responsibility and cooperation among the students?
- 10 Does it present an up to date picture of ideas and information?
- 11 Is it worth the time, expense, and effort involved in its use?
- 12 Are its physical qualities satisfactory?
- 13 Does it stimulate emotional as well as intellectual experience?
- 14 Does it challenge students to engage in self expressive, constructive activities?
- 15 Will it be available at the proper time to fulfill the class objectives?

By selecting and using audio visual materials properly, a teacher can motivate her students, clarify information, present new ideas, stimulate discussion, challenge independent thinking influence attitudes, or summarize what has been learned. In addition, the teacher herself can benefit from the use of audio visual materials. In order to have materials available when they are needed, she will have to do careful planning in advance. She can use her time and energy more efficiently by using the most economical means of getting certain points across to the students and of clearing up misconceptions. Furthermore, she can receive new information or an idea that will help her to present material in a new light. She may be encouraged to experiment by using her creative ability in producing her own teaching aids for certain aspects of the program.

The use of audio visual materials does not necessarily insure that students will learn more quickly or thoroughly than they would through traditional methods. The teacher must learn to select materials carefully, preview them, and plan how to use them effectively. Materials must be used when and where they are feasible. When they are presented to a class, they must be accompanied by a clear explanation or suggested study guide. Careful planning is necessary to provide adequate care and storage for the materials. Equipment for proper use of projected materials requires a budget adequate to cover the initial investment and upkeep. Audio visual materials can never substitute for good teaching but they can be a very effective tool in the hands of a well prepared teacher.

For ease in classifying the various audio-visual materials, they are discussed under three headings in this chapter: materials for *viewing*, materials for *listening*, and materials for *reading*. Actually, a number of instructional aids fit into more than one category—for example, a sound motion picture is both seen and heard.

MATERIALS FOR VIEWING

A teacher may use visual materials in several ways. Sometimes materials are viewed momentarily as the teacher holds them up for all of the students to see or as they are passed around the group. Since an opportunity for longer viewing of many materials is desirable, exhibits or displays may be arranged. Using a projector gives the entire class a common learning experience.

Display Materials

When it is not possible to see the real thing in its natural setting, it may be feasible to bring an object into the classroom. Since this is not always possible or desirable, models, specimens, or mock ups may be used effectively to show what the real object is like. Three dimensional objects form the basis for interesting and informative exhibits. Two dimensional, or flat materials, such as pictures and charts, contribute to learning in a variety of ways, such as in tackboard or flannel board displays. The ever present *chalkboard* also can be very helpful in promoting learning.

Three-dimensional materials

Home economics education is rich with opportunities for using real objects and models. Before deciding on a specific type of instructional aid, the teacher might review the criteria suggested earlier in this chapter for determining its usefulness in helping the students to reach certain goals. A few of the uses, advantages, and limitations of various types of real materials are presented here to aid a teacher in making her final selection.

1. **REAL OBJECTS** Tangible objects may be helpful instruments for teaching. Actual articles that are feasible to bring into the home economics classroom for various units of study include

Area	Objects
<i>Child Care</i>	Toys, layettes, children's clothing, books, records and record player
<i>Clothing and Textiles</i>	Raw fibers, unfinished textiles, fabrics, thread, tools for clothing construction, completed garments of various styles and qualities
<i>Foods and Nutrition</i>	Foods in their raw state, processed foods, packages and other containers, cooking utensils, table linens, table ware, table decorations

Home Furnishing

Wallpaper sample books, tools for refinishing or renovating furniture, materials for flower arrangement.

Among the factors to be considered when deciding whether or not to use real objects are their expense, size, ease of bringing into the department, whether or not the students will be able to see their important features, and whether or not the students can be permitted to handle the objects

2 SPECIMENS Specimens are used to represent a complete object or group of similar objects For example, one buttonhole may be used to represent a set of buttonholes for a blouse Specimens may be incomplete, as in the case of buttonholes, to represent the various stages involved in their preparation.

3 MODELS Models are exact replicas of real objects Models of large objects are usually smaller than the real thing to permit easy use and storage, whereas small objects are often enlarged to permit students to see them easily Certain features may be simplified and the model may have moving parts to give the students an idea of how the real object works A good model is eye-catching, attractive, and informative, with the important features accented

Models are more effective when they can be taken apart and put together again by the students The teacher should be careful to leave students with the correct impression of the size of the real object She might have the real object on hand to compare with the model or she might compare its size with that of a familiar object

The teacher may obtain commercially prepared models, make her own models, or have the students make the models Foster reported an extensive cooperative project in which students learned about home furnishings The shop and home economics departments planned a home for a hypothetical family consisting of father, mother, and two teenage daughters The boys built a model home while the girls studied color schemes floor, window, and wall treatments, and furniture selection and arrangement This project provided opportunity for the students to take a field trip to a furniture store, to work as committees on planning for designated parts of the home, to reach a group decision on a coordinated plan, and to paint and furnish the model home The completed model was displayed for the spring Open House of the Parent-Teacher Association After the display, the classes planned to present the house to a kindergarten or an orphanage¹

Student made models give an opportunity for self expression and for

¹ Dorothy Foster "How We Cooperated with the Shop on a Home Furnishings Project." *Practical Home Economics* 369 September 1957

demonstrating what they have learned. On the other hand, students sometimes are able to learn complex or abstract ideas more efficiently from watching a prepared model rather than from taking time to construct their own. The learning value of time spent by students in making a model needs to be assessed, a model is merely a means to an end and not an end in itself.

Simple uses of models may be effective. A life size doll could give students practice in bathing and dressing a baby. By using a prepared model of a home, students could examine construction techniques, closet space, traffic flow, and furniture arrangements. They might save time by making paper models of furniture cut to scale. East pointed out that models may be used to reduce or enlarge the size of an object, to explain difficult concepts, to show working parts, to attract interest and attention, to encourage student participation (they might bring models they have made outside of school), to give students a chance to express what they have learned, to review or reorganize, or to show some selected aspect in a simple way.²

The use of a model should be integrated with the other class activities. The model should contribute to the immediate learning situation as well as to the students' general background. It should stimulate thinking and discussion. Further learning activities might grow out of a careful analysis and study of a model.

4. MOCK UPS The purpose of a mock up is to demonstrate how an object works. It is a simplified version of a model but does not necessarily imitate the real object. For example, the principles involved in the operation of a thermostat might be shown through a mock up where unnecessary details could be omitted and the parts enlarged. A mock up could be used to show how fuses and circuits are used in home wiring.

5. EXHIBITS Any of the three dimensional materials described above may lend themselves to effective exhibits, whose purpose is to communicate ideas. Sands described an exhibit as "a set or collection of related objects arranged on some coherent principle for a definite purpose, as to provide a handy demonstration of types, functions, relationships, or evolutionary stages."³

Home economics teachers are likely to have four types of opportunities to communicate information about home economics through exhibits. Closest at hand is the exhibit case or table within the home.

² Marjorie East, *Display for Learning*. New York: Holt, Rinehart and Winston, 1952, p. 39.

³ Lester B. Sands, *Audio Visual Procedures in Teaching*. New York: Ronald, 1956, p. 76.

economics classroom. Next, a teacher might branch out to an exhibit case in a prominent part of the school corridor. Opportunities may be available to use window space in one of the community stores. And finally, an exhibit may be contributed to a large community event, such as a county fair.

First summarized concisely three points that make an exhibit successful: "(1) People must look at it, (2) People must get interested in it, and (3) People must think about it."⁴

Among the suggestions to guide you in preparing effective exhibits are the following:

Idea An exhibit should be built upon a single idea or theme. Enough explanation needs to be given to make the purpose clear but not enough to cause the viewer to lose interest.

Viewer Needs An exhibit should be planned for a specific purpose and for a specific type of viewer. Among the purposes of an exhibit might be to display completed classroom or home projects of the students, to interest students in joining the Future Homemakers of America chapter, or to inform parents and students about the opportunities for careers related to home economics.

Location An exhibit should be placed in a spot where people are likely to notice it, such as near the bottom of a stairway, opposite a doorway, or below a chalkboard.

Mechanical Aspects Attention will be attracted to exhibits where color, lighting, motion, and sound are used effectively.

Labels Short, appropriate, and novelty labels attract attention. Key words may be featured through larger letters, a different style of lettering, color, background material or shape, or striking location.

Exhibits must be viewed if they are to be effective. When students plan and prepare an exhibit, they might evaluate it by observing such things as how many people notice it, how long they look at it, what comments they make about it, and what questions they ask.

In the classroom, an exhibit may be used to introduce a subject, to help with the development of a unit, or to summarize a unit. An exhibit needs to be displayed long enough for the students to satisfy their interests but not so long that they become tired of looking at the same thing.

Flat materials

Two-dimensional materials can make an important contribution to the home economics class. Pictures and graphic materials are usually

⁴East, *op cit.*, p. 279

easier to store and less expensive than either the real objects or models would be. Photographs, drawings, cartoons, posters, and other types of flat materials may be prepared by students, teachers, or commercial concerns. They can motivate, instruct, summarize, and lead into further study. They cover a wide variety of subject matter. They can emphasize key ideas, clarify abstract concepts, and help to develop correct impressions of real things. Among the types of flat materials that are useful in home economics education are

I. PHOTOGRAPHS. Pictures can be gleaned from many sources—current magazines, newspapers, text or reference books, post cards, posters, and reproductions of paintings. Students should be encouraged to bring in pictures they see that will illustrate the principles being taught. The students can be given an opportunity to explain the picture to the class and possibly to display it on the tackboard or in an exhibit case. Recognition helps to stimulate interest and encourages students to be alert to the pictures they see.

Photographs, taken by a teacher or by the students, can provide a record of unusual experiences (such as field trips), illustrate typical aspects of the home economics curriculum, show the various steps in a process, help students evaluate their own laboratory experiences and standards, illustrate the application of principles in situations that are inaccessible for field trips, compare the "before" and "after" pictures of a home or community project, provide a record of memorable recreational and social activities, and serve in a number of other ways.

Pictures should be selected in terms of their contributions to the class goals and their viewers. A good picture is a valid representation of the real thing, whether it is in color or black and white. It creates a mood that may be as important to learning as its intellectual content. It has good composition, effective use of color, and high technical quality. It attracts attention and arouses curiosity.

Pictures that are selected for group use should be mounted to protect them and enhance their appearance. Mounting makes them easier to store, more convenient for passing around, and more satisfactory for displaying on a tackboard or projecting with an opaque projector. Those to be shown together may be of uniform size. Neutral tones help to direct attention to the picture rather than to the mounting. Construction paper, fabrics, wallpaper, or other materials appropriate for the subject of the picture may be used for mountings.

Dale has pointed out that a picture may be "read" on various levels: enumeration of objects, description of what was seen, and interpretation. Students need guidance to go beyond the stages of listing things they see and describing the present action. They can learn to interpret

a picture and draw inferences about it.⁶ East suggested that a teacher might ask questions to lead students beyond the picture "Why is that man doing that? What had to happen to this object before it could look like this? What may change this in another few years?"⁷ The *Family of Man* pictorial book is a very appropriate piece of illustrative material for teaching family relationships and child development.⁷

2 CHARTS Charts combine drawings, words, and pictures in an orderly and logical manner. They may be used to show relationships, to trace the development of something, or to classify and organize material. Among the common types of charts are

Tree The base is composed of several roots that lead into a common trunk. An example of the tree chart might be the various college majors in home economics, each leading to the single profession—home economics—with its many branches or specialized career opportunities.

Stream The reverse of the tree chart is called a stream chart, a variety of aspects combine to form a single element. For example, the price of a ready made dress is composed of the costs that accrue from individuals such as the fiber manufacturer and finisher, the clothing designer and manufacturer, the advertising and sales promotion agents, and the retailer.

Flow The organization of a club or institution is shown through the use of a chart that indicates each level of responsibility and how information is communicated among the various persons. The organization of a Future Homemakers of America chapter, with its local officers and committees, might be shown in a flow chart along with its relationship to the state and national levels of responsibility.

Tabular A table may be shown to indicate such information as the sequence in the development of a process or arguments for and against something such as home ownership.

Charts may help the students to understand classroom routines and the organization of a laboratory. A housekeeping chart can list the various tasks with the group or individual who is responsible for each week. A chart may be inserted in each drawer or cupboard to indicate the correct placement of kitchen equipment.

When students have an opportunity to make their own charts, they

⁶ Edgar Dale, *Audio-Visual Methods in Teaching* (rev. ed.) New York: Holt, Rinehart and Winston, 1954, p. 248.

⁷ East, *op. cit.* p. 67.

⁷ Edward Steichen, *The Family of Man*. New York: Simon and Schuster, 1955.

may learn to organize while they develop their artistic abilities and have a chance to work with others in making and carrying out their plans. The major disadvantage is the time consumed in the preparation. Commercially prepared charts may offer a suitable variety of material with eye appeal and a high level of information. They may be used as models for the students or to save the students' time.

3. DIAGRAMS. Diagrams are symbolic, simplified drawings which may be used to present abstract concepts. They are usually more effective when used with other materials such as films or models than when used alone. They may be better for reviewing and summarizing than for introducing complex information. Instruction sheets that are included with commercial patterns are examples of diagrams that can be very effective with students who have adequate background information to understand the symbols and apply the information.

4. GRAPHS. Graphic presentation is used to show relationships and present information interestingly and quickly. Graphs may be simple, showing approximations rather than exact amounts. Quantity is indicated by the number of symbols or length of a bar rather than by the size of a symbol.

Briefly, the principal types of graphs that are helpful in home economics education include

Line. For continuous data, such as changes in the weight of rats on an experimental diet, lines may be drawn to connect each point where measurements are indicated. Two or three lines may be plotted on the same graph to give a quick comparison of relationships and trends.

Bar. Discrete data, such as the number or per cent of students who included each of the major food groups in their diet over a seven day period, may be presented in bars. The graph might be arranged in such a way as to compare the length of these bars with the results of some other group or with the same students on a later occasion.

Circle, or Pie. When the parts add up to one hundred per cent each percentage can be translated into a fractional part of a circle. For example, a three dimensional circle, resembling a dollar, might be used to represent the family's food expenditures. The circle could be divided into pie-shaped pieces to show the per cent spent for each of the basic food groups. This is particularly effective when the segments can be placed one at a time in building up the whole picture, as in a flannel board presentation.

5. POSTERS. A poster is used to attract attention just long enough to get a point across at a glance. It may be used to motivate students

at the beginning of a unit of study or to remind them of something that they forget easily, such as the importance of a good diet or safety habits. It may provide atmosphere, as in the case of a luncheon or party built around foreign foods and culture. When students prepare their own posters, the posters become media for creative expression as well as for summarizing ideas.

Posters may be used effectively on tackboards within the home economics department or they may contribute to displays in other parts of the school or community. They should be changed frequently in order to keep a constant challenge before the viewers.

An effective poster has a center of interest, and is attractive and interesting. It has a dynamic quality. It is simple, yet dramatic. It is appropriate for the group that will be viewing it. Good design, clear lettering, and effective colors combine to help a poster capture the interest and attention of passers by.

6 CARTOONS Cartoons use pictorial representation, often in exaggerated form, to get a message across quickly and in good humor. They may be prepared by creative students or they may be gathered from newspapers, comic strips, or magazines.

Cartoons are particularly effective in arousing interest and presenting a realistic family or other human relations situation in an impersonal manner. They present brief, personalized stories packed with action. They can bring out humorous points about home economics in a manner that does not offend people. They can illustrate good and poor techniques with simple, stick figures.

In using cartoons, a teacher should be careful to adapt them to the maturity of her group. Subtle humor might be lost or might give the wrong impression if a cartoon is used with students who are too immature to grasp its meaning. Dale cautioned that a cartoon is "sharply for or against something." A cartoon oversimplifies and may appear to represent the attitudes of all members of a group. Students need to develop a critical approach in interpreting the symbolism.*

7 TACKBOARD A tackboard, or bulletin board, can serve a variety of purposes. It attracts attention and may be a good means of creating interest. It is capable of introducing new ideas, presenting information, developing a clearer understanding, and enlarging the students' vocabulary. It can stimulate thought and discussion. Not only does it lend atmosphere to the classroom, but it can help students develop an appreciation of beauty, and provide an opportunity for them to express themselves creatively.

*Dale *op cit.*, pp 316-317

The term "bulletin board" suggests that it is a place for posting announcements of class events or news items. "Tackboard" is simply another name for the bulletin board, but it implies a wider range of uses, such as introducing a new unit, developing various phases of the unit, supplementing class instruction and reference materials, summarizing learning experiences, or lending atmosphere for special occasions.

To be effective, tackboard displays should be changed frequently (every week or two). When a unit is being planned, a schedule can be set up for committees of students to be responsible for the tackboard. Each committee knows in advance what topic to develop and during which week the display is to be ready. East pointed out that, as students plan and prepare a tackboard display, they must go through an organizing process. They have to be sure of their facts in order to give the right impressions. They develop emotional attitudes toward themselves (satisfaction from seeing their work displayed) and from working closely with other students. She suggested that a teacher let students watch her develop plans and prepare a tackboard display, so that, while performing these operations, the teacher could explain to the students her reasons for choosing certain colors, shapes, words, and pictures.*

Among the principles for making effective use of tackboard displays are the following:

1. A tackboard should convey a particular purpose or goal.
2. A tackboard should have a center of interest and the display should have effective balance of color, line, and mass.
3. Contrast may be achieved through the use of light and dark colors, bright and neutral colors, varying sizes, or textures.
4. Unity is achieved by having one central theme, carrying it out with simplicity and repetition of color, shapes, and sizes.
5. Three dimensional materials may add interest.
6. Lettering should be neat, well spaced, and large enough to be read clearly.
7. The size and shape of the tackboard should be considered when planning margins, balance, and points of emphasis.
8. Interesting captions are composed of surprising word combinations, clever phrases, or questions. They are brief and forceful. Ideas for captions in the various areas of home economics include

* Marjorie East, "What Students Learn When They Create Bulletin Boards," *Practical Home Economics*, 4 28, April 1959.

Students should be encouraged to evaluate the tackboard displays in terms of appearance and how well they fulfill their purposes. A score-card format, such as is shown in Table 10, suggests points to consider.

TABLE 10
Evaluating a Tackboard *

Adding the score	No	To some extent	Yes
1. Does the tackboard serve a definite purpose, such as			
a. create interest for an activity?	_____	_____	_____
b. teach new information, either subject matter or procedures?	_____	_____	_____
c. stimulate thinking, promote discussion?	_____	_____	_____
d. supplement classroom teaching?	_____	_____	_____
e. develop interest in creative home-making?	_____	_____	_____
f. promote interest in the home-making program?	_____	_____	_____
2 Does the tackboard meet the following criteria.			
a. placed conspicuously and conveniently?	_____	_____	_____
b. simply arranged in order to "tell the story" quickly and easily?	_____	_____	_____
c. arranged in accordance with the principles of design, balance, proportion, rhythm, and emphasis?	_____	_____	_____
d. arranged so that it is not overcrowded?	_____	_____	_____
e. be "eye-catching" in that it is clean, attractive, and interesting?	_____	_____	_____
f. carefully labeled so that the observer will get the point it is expected to convey?	_____	_____	_____
g. placed at eye level where lighting is good?	_____	_____	_____

* Adapted from "Visual Aids, Our Silent Teachers" *Illinois Teacher* Volume 2, Number 8, p 17.

TABLE 10 (continued)

Adding the score		No	To some extent	Yes
3	Is there pupil participation in planning for the use of the tackboard and in carrying out plans?	_____	_____	_____
4	Does the teacher serve in the capacity of guide and advisor in planning and arranging the tackboard?	_____	_____	_____
5	Are the materials left on the tackboard only as long as they function?	_____	_____	_____
6	Are the materials put back in the proper place after having been used?	_____	_____	_____
7	Is there an evaluation of the tackboard by the pupils and teacher?	_____	_____	_____

8 FLANNEL BOARD A flannel board or felt board may be made from a lightweight board or other rigid material that is covered with flannel or another fuzzy surfaced fabric. Materials such as felt, flannel, sand paper and suede adhere to the surface. Illustrative objects may be cut directly from such materials or a small sensitizing strip may be attached to the back of other materials.

A flannel board can be used effectively with students of any age level including college students and adults. Its values are adaptability to the use of pictures or other materials that are cut from magazines or other sources; flexibility in introducing and rearranging items; manipulation or building up piece by piece to form the whole picture; and interest capturing through the element of surprise.

Techniques for using a flannel board effectively include careful planning so that the teacher or student using it knows what is to be presented and in what order. The placement of items should be practiced in advance to insure having sufficient space and a pleasing arrangement. Each item should be clear and large enough to be seen from a distance. The board should be slightly inclined and approximately at the eye level of the observers. A neutral background lends itself to interesting contrasts as the items are presented. Good lighting is important. Usually a lecture or a recording, accompanies the building up of a flannel board scene.

Home economics teachers might use the flannel board for such purposes as showing new styles in clothing, color contrasts in interior

decoration, furniture arrangement, house planning, essential food groups, foods comprising a menu, table setting, cost comparisons, operation of equipment, and organizational charts. It can be a useful tool in teaching abstract concepts that can be developed gradually.

Students can learn from preparing items to use on a flannel board and from assembling articles for a display. They can use a flannel board effectively in presenting a committee report. They might evaluate their experience by thinking through such questions as the following:

- 1 Did the presentation accomplish a specific purpose?
- 2 Did it meet the needs and interests of the children using it?
- 3 Were the materials appropriate?
4. Were the materials displayed attractively with contrasting colors and uncluttered space?
- 5 Were the peculiar merits of the felt board being used to greatest advantage?
- 6 Did each display present a single, clear cut idea?"¹¹

9 **CHALKBOARD** A device that is available in most classrooms with very little expense is the chalkboard. Although it was black traditionally, now it comes in various colors to blend with the room. Chalk of a contrasting color is used for best results.

The purpose of a chalkboard is to present material of immediate concern in an impromptu manner. This purpose is fulfilled when the chalkboard is used for such purposes as to help students understand the meaning of new words, spell them correctly, make comparisons, understand an assignment, plan their class work, develop an outline, summarize relationships, or gain insight into a particular problem. By using the chalkboard, a teacher can help students to concentrate, or she may recall their attention if she notices that they seem to be thinking about something else. Students can benefit from the opportunity of contributing to the group or receiving constructive criticism from their class members.

Effective use of a chalkboard involves careful attention to the space available, size of letters, and legibility. The chalkboard should be kept clean and clear of unrelated material. Complicated illustrations may be reproduced prior to class time by the use of a grid, opaque projector, or template. Simple figures can be used to illustrate a point. With practice, a teacher can learn to talk to the class while she writes.

¹¹ Charles H. Dent and Ernest F. Tiemann, *Felt Boards for Teaching*. University of Texas, Visual Instruction Bureau, Division of Extension, 1953, p. 23.

on the chalkboard and to stay clear of what she has written. Adequate light, without glare, is essential.

If chalkboard space is inadequate, large sheets of newsprint tacked to an easel or on the wall make a satisfactory substitute. They have the advantage of providing a record that may be kept for future use. These sheets are often called "tear sheets."

10 **DUPLICATED SHEETS.** A chalkboard should not be used as a substitute for materials that need to be copied in detail by the students. Duplicators can provide accurate copies and save the time of students when such materials as the following are used: 12

Outlines of subjects, with suggested activities	Guidance questionnaires
Guide sheets and study guides	Checklists
Examinations and objective tests	Statistical information
Newspaper items for class and school	Summaries and criticisms
Assignments	Programs
Bibliographies	Inventories and surveys
Organization of units of work	Committee reports
Maps, charts, graphs, and signs	F H A. program booklets and other forms
Score cards	Home project outlines

Projected Materials

Materials to be projected are often on film—either in the form of slides, a filmstrip, or a sound motion picture. However, flat materials or small three-dimensional objects may be used in an opaque projector. Hand made glass slides are convenient to use with an overhead projector.

The merits of audio-visual materials have been demonstrated sufficiently, so that most school systems are now equipped with a variety of projection equipment. Besides the necessary projectors, equipment should include a screen sufficiently large for classroom use and a means of darkening the classroom.

One advantage of projected materials is that they tend to focus attention on the screen. A wide variety of materials can be filmed, sketched for use with an overhead projector, or shown directly with an opaque projector. Students of all ages from elementary through adult levels are interested in projected materials and learn from them. Materials that can be projected onto a large screen permit all of the students to see the same object at one time without having to wait their turn to

* "Visual Aids, Our Silent Teachers," *op cit.*, p. 7

have something passed to them. Little storage space is necessary for most types of films.

Effective use of a projector involves the same three steps that were described in the previous chapter. *advance planning*, including previewing the items to be projected and preparing the class to know what to look for, *skillful administration*, including the smooth operation of equipment and presentation of necessary information, and *evaluation*, including how well the teaching material fulfilled its functions and how much the students gained from the experience.

Slides

Slides and filmstrips are used to show things that can be understood without motion. They may be in color or black-and-white. Filmstrips are made up of a series of slides which are shown in a fixed sequence. Both slides and filmstrips may be used to show people, activities, charts, cartoons, graphs, or a variety of other materials. They are convenient to use and relatively low in cost. A single projector, with separate attachments, can be used for both slides and filmstrips.

The lack of motion may be either an advantage or limitation of a still picture, as explained by the *Illinois Teacher*:

Still projectors are limited by their inability to portray motion, but photographers and artists are able to suggest action in the pictures and through sequence. They are less likely than motion pictures to involve emotions and influence attitudes, but they are often at least as effective as motion pictures in conveying information and stimulating discussion.¹³

Photographs of real people or scenery, animated pictures, or graphic slides can enrich the study of home economics in several areas. Sands pointed out illustrations of their potential:

Transparencies for home economics animate the study of foods, clothing, housing, and world wide customs and standards of living. The wide spread of living standards, even among different groups in our own country, can be vividly illustrated with slides, and the teachers who mean to elevate their pupils' ideals of anything, from mere physical comfort and domestic efficiency to the definition of the good life, will find the slide a very potent propagandist.¹⁴

A major advantage in using slides is their flexibility. A teacher or student can select certain slides that fit in with what a class is studying and arrange them in any order that seems most appropriate for the interests and needs of a class. Slides are adaptable to situations other

¹³ "Visual Aids, Our Silent Teachers," *op cit.*, p. 28.

¹⁴ Sands, *op cit.*, pp. 315-316.

than classroom teaching—they may be used effectively with an automatic changer at an Open House exhibit for parents to show a variety of home economics education experiences

Another advantage of slides is the ease of making them. The following list indicates types of teacher or student made slides that could contribute to home economics education

Line Drawings Compare good and bad design in furniture, show suitable hair styles for various face shapes, illustrate typical posture problems

Typing and Writing Present detailed information for the students to copy

Photographs Compare good and poor flower arrangements, compare good and bad examples of local architecture, show the sequence of steps in doing something, show the growth and development of children, compare the effects of experimental diets on rats, bring home the sights you have seen on your trips, record events of your group for their pleasure and for use in public relations, keep a record of excellent work done by students, keep a record of your own successful displays¹³

Hand made slides using etched or clear glass may be washed off and used over again. They provide creative experiences for the students and lend themselves to meeting the immediate interests and needs of a class

The slide projector is rather small, lightweight, and easy to operate. Several models provide some type of tray or stack arrangement that permits slides to be prearranged without having to handle each slide as it is projected. Sometimes a projector can be operated by remote control, permitting a teacher to remain in front of the class. Individual slides or trays may be labeled for easy reference and stored in convenient files. The two most common sizes of slides are 2 inches by 2 inches and 3¼ inches by 4 inches.

Slides do have a few possible limitations. Transparencies mounted in cardboard may be damaged by handling or by too long exposure in a projector that lacks an adequate cooling system. Glass mounting of slides overcomes these disadvantages but adds the possibility that the glass might be broken with careless handling. Extra time and cost are involved in mounting slides in glass. Slides occupy more storage space than would be required for the equivalent number of pictures in a filmstrip. Duplicates of original slides may lose some of the clarity of their colors.

¹³ Marjorie East, *Display for Learning*. New York: Holt, Rinehart and Winston, 1952, pp. 216-217.

Filmstrips

Many of the features and advantages of slides are true of filmstrips as well. A filmstrip is a sequence of transparent slides which run continuously on a film instead of being cut apart and mounted individually. One of its major advantages is compactness—an entire series of pictures may be rolled and stored in a very small can.

Pictures can be left on the screen as long as necessary for a class while the teacher or students explain and discuss its content. Sometimes a disk or tape recording accompanies a filmstrip. When this is used, the pictures have to be turned at proper intervals to keep up with the sound. A prepared manuscript may come with a commercially prepared filmstrip. The teacher may use it in its entirety or adapt it to the needs of her own situation. In any event a filmstrip can convey a complete story in its proper sequence.

Among the limitations of a filmstrip is the lack of motion and the fixed order of scenes. Since the pictures are selected and the sequence is determined usually by someone other than the classroom teacher, a filmstrip may not present the material needed by her students at the level which they are capable of understanding. Furthermore the film may tear along the sprocket holes if the projector is threaded improperly.

When determining whether to select a filmstrip rather than another type of teaching device, the following questions might be considered:

- 1 Is a suitable filmstrip available for the particular objectives of my class?
- 2 Is motion essential for student understanding?
- 3 Will the organization of the filmstrip help students to see the developments clearly?
- 4 Will the use of a filmstrip lead to other activities such as an interest in experimenting?
- 5 Will the filmstrip be likely to clear up misconceptions the students have?
- 6 Will the filmstrip provide information and suggest new ideas?
- 7 Does the filmstrip deal with problem situations that might be faced in real life?

A filmstrip usually should be shown in its entirety the first time so the students will see the unity in its presentation. Ordinarily the captions should be read aloud by the teacher or a student. The filmstrip may be shown later with interruptions for discussion or small sections

of it may be repeated for further emphasis. Captions may not need to be read aloud during the reshowing or review of a filmstrip.

Opaque projector

An opaque projector, or Delincascope, is a means of projecting non-transparent, flat materials directly onto a screen. It is inexpensive to use because it makes a wide variety of materials readily available without the necessity of photographing them. It is versatile, permitting the use of pictures, charts, graphs, and small three dimensional objects. It is so easy to operate that students can learn to do it readily. Little time is required to prepare materials for use in an opaque projector since books, photographs, samples of students' work, and objects can be used as they are or with simple mounting.

Home economics teachers can enrich their teaching by using an opaque projector to display illustrations or objects such as,

Clothing and Textiles posture pictures, dress designs, patterns, pattern layouts, fabrics, labels

Family Relations and Child Development pictures of children or families, children's literature, games for the family, cultural patterns or customs of families

Foods and Nutrition pictures of food, food combinations, table setting labels, nutritional facts

Home Management students' work plans, checking devices, record books

Housing and Home Furnishing interior design, landscaping, woods, plastics, household fabrics, floor plans, labels

An opaque projector might be used for such purposes as the following: projecting outlines for posters or murals onto large sheets of wrapping paper or the chalkboard, illustrating visually the schedule or plans for the class period, clarifying or giving emphasis to certain parts of a textbook, encouraging students to read interesting reference books by showing some of the pages they contain, illustrating or analyzing a point, developing a series of illustrations covering an entire topic, giving meaning to current events, encouraging students to think creatively and present illustrated reports to the class, helping students gain self confidence when presenting an oral report to the class, introducing a new unit or type of assignment, analyzing errors or showing student work that is well done, expanding students' technical vocabulary, developing an appreciation of art principles, providing opportunities for

students who can draw to receive recognition for their work, and permitting an entire class to interpret and discuss a cartoon

As is true of using other types of visual aids, effective use of an opaque projector requires advance preparation. Materials may be mounted separately or in the form of a continuous strip. If materials are to be used directly from books or magazines, they should be arranged in the proper sequence. A rehearsal is necessary to be sure that all of the materials will fit into the projector and will show necessary details clearly enough for the students to see them. Since the materials used in an opaque projector were not developed specifically for classroom use, they may lack clarity when projected. Earlier models of the opaque projector required that the room be darkened much more than is true of today's models. Newer models are rather lightweight in spite of their bulk. A teacher should plan to set up the projector in advance and preview her materials to be sure they will give a clear image.

To increase the effectiveness of the actual showing of materials in an opaque projector, the teacher should help the students know what to look for. Not only should the pictures be carefully selected but they should be presented at the right time to be a natural part of the learning experiences. Attention should be given to the number of pictures that can be used at one time and to their sequence. A brief, pointed discussion might accompany each picture but the discussion should not drag out.

Following a presentation, the students may have opportunity to apply what they have learned. In reviewing the work, certain key pictures may be reshown. A written or oral test may be used to evaluate what the students have learned. The opaque projector lends itself to a variety of evaluation devices. Pictures may be presented as the basis for students to answer objective or brief essay questions. Objective test questions may be projected. One limitation of the technique of projecting test questions that require written responses is that all of the students are forced to work at a similar speed, when actually certain ones are slower readers and may need more time to think about their answers.

Overhead projector

An overhead projector, which consists of an open glass plate with a mirror above it, permits a teacher to face her class while explaining or illustrating a point. The projection area ranges in size, depending upon the type of projector, some provide a space about 10 inches

square. Since the projector can be used with little darkening of the room, it is a very handy device.

A home economics teacher might use the overhead projector in several ways: to draw her own sketches or diagrams as illustrations, to point with a pencil or stylus to significant details, to write outlines, to develop the steps in a procedure, or to make additions or corrections to a prepared slide. Students can prepare slides in advance or use the overhead projector as they report to the class. Color can be used. Marks can be removed easily and the slides can be re-used, making this an inexpensive teaching aid.

One limitation of the overhead projector is that materials usually must be developed by the teacher or students according to their own needs, as few prepared materials are available.

Motion pictures

Sound motion pictures offer an immense variety both in subject matter and quality. They make unique contributions in fields where movement and action are important. They are effective particularly in situations that would be difficult or impossible to present as well in any other way, such as in showing an historical situation or development, bringing a distant scene to the classroom presenting a demonstration given by an unusually capable person or one that deals with expensive materials, enlarging something that would be difficult or impossible for a group to see in an ordinary demonstration, reducing the size of something that is too extensive to be examined thoroughly in a short period of time or too large to be brought into the classroom, speeding up a process that normally takes quite a long time, or showing through animated drawings a process that would be impossible for a person to see even with a microscope or telescope.

Motion pictures have a number of advantages when they are used properly. They can focus students' attention in a darkened room on a screen that contains highly interesting material. They can reach a large group at relatively low cost. They can provide a common experience for both the slow and rapid learners but one from which individuals can profit according to their ability—whether they merely see, in a descriptive sense or can gain deep insights.

Possibly because of their wide availability and high interest factor, certain misconceptions have developed about their merits and use. Motion pictures can and should supplement other types of teaching materials—they should not be regarded as self-sufficient. They can help a teacher improve her teaching but they are not intended to sub-

stitute for good teaching. A filmstrip, demonstration, or field trip may be less expensive and just as effective as a motion picture. They can be both interesting and informative—an educational film should do more than provide entertainment.

Certain limitations of motion pictures should be kept in mind when a teacher decides whether to select a motion picture or some other instructional aid. A motion picture is most valuable when it is shown the first time without interruption, thereby retaining the logical sequence of ideas. Consequently, discussion that might be helpful during a showing must be postponed until the conclusion of the movie. The speed of a motion picture is constant for all of the viewers, yet students differ in the ease with which they can learn and in their ability to retain what has been presented. A motion picture may not be available at the time when it fits best into the class schedule. A film may not arrive early enough to permit the teacher to preview it. It may not be feasible for the movie to be repeated as a review for a class.

Effective use of a motion picture depends first upon careful selection. Among the factors to consider are

1. **EDUCATIONAL CONTRIBUTIONS** A good motion picture is appropriate for the age level and socio-economic background of the group. It fulfills specific purposes such as providing accurate information, helping to develop a skill, stimulating interest, presenting a problem, or building desirable attitudes and values.

Motion pictures may be classified into three types:

Documentary shows real events in their natural setting with a factual treatment. A good documentary film usually is educational. It shows how people live, think, and act. It is especially helpful in giving students a realistic understanding of human relations, social problems, and historical settings.

Expository shows how something is done, made, or managed. For example, a film might show how to administer first aid, construct a simple skirt, or freeze foods at home. Many films have been produced by manufacturers or distributors to describe the development, manufacture, and use of their products.

Entertainment provides pleasure, excitement, or temporary escape from reality.

2. **SUBJECT MATTER CONTENT** The content of a motion picture should fit in with the over-all plans for the course as well as the specific unit being studied. It should be of interest and value to the class. Information should be authentic, up-to-date, and adequate. Presentation of the

material should be well organized, clear, and stimulating. Important concepts may be repeated in a variety of ways. A commercially sponsored film should be examined for conspicuous advertising, exaggerated claims, and biased presentation of information.

3. TECHNICAL QUALITIES. Good photography is basic in the production of attractive, clear, sharp pictures. True, natural colors may increase understanding. Sound effects and voices should be clear and pleasing. Dramatic presentations should be satisfactory and interesting. The length of time should be suitable for the subject being presented, the interest span of the class, and the length of the class period.

When preparing a class to view a motion picture, a teacher should tell them briefly what the film is about, why they are going to see it, and how long it will take. She should guide the students in knowing what to watch for by explaining the types of new information it contains, defining difficult words or phrases, and suggesting a list of questions that the film can help them answer. Note taking during the showing of a motion picture may interfere with students' attention and not contribute to greater learning.

The use of a motion picture demands careful planning on the part of a teacher. Whenever possible, she should preview a film as a basis for preparing a list of questions to guide the class discussion. If it is not possible to preview a film, she should be familiar with the teaching manual or other information that is designed to help teachers use the film effectively. She should check to be sure that the motion picture projector has been ordered and is in good working condition. The loudspeaker should be placed where it will give good reproduction of sound. Students should be seated where they can see the film in a direct line without distortion. The room should be darkened sufficiently for contrast and clear colors. Proper ventilation should be maintained throughout the showing.

After viewing a motion picture, a class might profit from various activities that would help the students review, clarify, or pursue further interests. One means of helping them remember what they have seen is to discuss the questions that were suggested in advance and to clear up other questions that the students raise. The contents of a film can be outlined or summarized. The need for additional facts may be revealed and the students can refer to books or other references for further information. The film can be repeated as a means of review or clarification of a complex technique. A panel discussion can be held on a controversial topic that is an outgrowth of the film presentation. The students may dramatize a related episode, write themes on

their interpretation of the meaning of a concept, collect related materials for a tackboard, take a field trip for further information about the subject, or invite a member of the community to talk on personal experiences related to the subject

The teacher's follow up activities should include an evaluation of the film itself, the students' reactions to the film, and suggestions for increasing its effectiveness if it merits use on another occasion. A file of motion pictures, classified by the various subject areas of home economics education, will assist in making future selections of films. A card should contain such information as the following about each motion picture that is used

Subject area	Brief statement of contents
Title of film	Appropriate grade level(s)
Running time	Reasons for using the film
Black and white or color	Ments of film for class purposes
Source or distributor	Suggestions for effective use
Rental fee	

Teaching Machines

A very promising new technique is being used on an experimental basis in a variety of subject areas in the elementary and secondary schools and in some colleges. Several types of teaching machines and other self instructional devices are in use now. Some of them are reasonable enough in cost, when mass produced, that many school districts should be able to provide one or more machines for each classroom or to equip special rooms with machines for each member of the class to use. These devices consist of materials on a given subject that are arranged in a developmental sequence of questions and answers or problems to be solved. A student proceeds through a series of small steps of progressive difficulty, mastering each concept as he goes along. If a student's response is correct, the next question is presented immediately. If his answer is incorrect, he is given further opportunity to obtain the correct response.

Here are some of the benefits of teaching machines: (1) there is a constant interchange between the program and the student, (2) the machine presents only what a student is ready for and insists that he answer correctly, (3) the program can be prepared in such a way as to give cues to help a student get the right answer, and learning is reinforced with immediate knowledge of success. Just in case you are

beginning to worry about a machine replacing you as a teacher, you can put aside your fears—no machine can ever replace the human element that is so essential in the learning process. Self instructional materials can free a teacher from the tiresome routines and enable her to spend more time on intellectually stimulating activities and in providing guidance to students in overcoming their individual difficulties.

One teaching machine is programmed so that each person must respond to each basic step. For example, in dealing with arithmetic, a person would start with $1 + 1 = 2$, $1 + 2 = 3$, $1 + 3 = 4$, and $1 + 4 = 5$. Another type of machine is set up so that a person skips from $1 + 1 = 2$ to a later step like $1 + 4 = 5$ as long as he obtains correct answers. However, if he answers incorrectly with the more advanced step, he is routed back over the intermediate steps. Educators disagree as to which procedure is best but perhaps each is best for a certain kind of learning or for a certain type of individual. A slow learner needs the benefit of short steps and much drill. On the other hand, a rapid learner should be allowed to advance as quickly as he can grasp a new concept. Although research on the use of teaching machines is meager at the present time, slow learners and rapid learners seem to profit greatly from the individualized instruction. From a psychological viewpoint, teaching machines create a whole some learning environment for all learners because failure is not possible—success is the ultimate experience for each individual even though he obtains incorrect answers during the learning process.

A teaching machine should be just one of the many aids to learning. If a machine is given an all important position, it is conceivable that a student may develop a need for constant stimulation and punching of buttons. Ability to cooperate with other human beings must be balanced with the development of a skill through the aid of an electronic device.

The effectiveness with which a machine can teach any subject depends upon the kind of programming that is placed in the machine. Probably a machine lends itself most readily to the development of logical steps such as the learning of equivalents in measuring food. Other subject areas have used motion pictures to teach correct procedures, for example a person who is learning to play golf can see the form and movements up to a certain point and then he is asked to show how to complete the stroke. Can you think of ways in which color movies might be used to teach specific processes in home economics? Can you conceive of ways to program family situations into a teaching machine so that the students have insight into a variety

of families, learn to find satisfactory solutions to family problems, and gain understanding of the principles involved in building satisfying family life?

MATERIALS FOR LISTENING

With the vast increase of reading and other visual materials, listening may become a lost art. Many people have formed the habit of having background music most of the time while they are busy doing something else. Their attention is divided and they don't really hear what is around them. Hampleman pointed out

Skill in listening and reading both require that active thinking be applied to symbols heard or read. It is at this point, where intelligence must be applied to symbols, that listening is distinguished from mere hearing, and reading from mere seeing.¹⁶

Students may differ in their ability to profit from listening. Hampleman summarized conclusions from research studies indicating that (1) easy materials may be understood better by listening than by reading, but reading is superior to listening when the materials are difficult, (2) students of low mental ability comprehend better by listening than by reading, reading was superior to listening for students of high ability, both methods were similar in effectiveness for students of average ability, and (3) listening and reading comprehension were about equal on tests of delayed recall.¹⁷

As a teacher, you can help students develop the ability to listen proficiently. If you are to be effective in helping them learn to listen, you must set an example by listening to them. Another way to help students develop good listening habits is by removing distractions. When a class is listening to a radio program or a recording, the students should concentrate on what they hear and not try to divide their attention by reading at the same time. A teacher who repeats instructions several times may be encouraging bad listening habits. If directions are given simply and clearly once, students should be trained to listen and not to expect to have them repeated. When a controversial subject is being presented, students might be encouraged to plan questions that will help them to be sure they understood what their opponents said.

¹⁶ Richard S. Hampleman, *"Listening III" Educational Screen and Audio-Visual Guide*, 37-175, April 1958.

¹⁷ *Ibid.*, p. 175.

Sands gave the following steps in teaching students to listen ¹⁸

- 1 Choose something they can listen to with comprehension and interest.
- 2 Arouse their curiosity about it, associate it with what they have already done, and persuade them that they will find pleasure and knowledge in listening
- 3 Provide proper conditions for listening—light, ventilation, acoustics, freedom from interference, general comfort
4. Make sure the listening has a logical sequel in profitable discussion or activities

The three major types of instructional materials for listening, which will be discussed in this section, include television, radio, and recordings

Television

Since television actually combines listening and seeing, its advantages and limitations may be similar in many respects to those of motion pictures. In view of the rapid growth of television during the past decade and its promising future development, television may be used in at least two ways by home economics teachers: (1) classes may view commercially or educationally prepared programs, and (2) teachers or classes may share in the preparation of a program.

A home economics teacher may find that a number of television programs that have been prepared for the general public can enrich her classes. One of the teacher's responsibilities is to find out in advance what programs are scheduled for viewing in her area and which of them seem to relate to the content of her courses. The local newspaper, television guides, and advance network releases help a teacher to know what is scheduled. One limitation of using television is that previewing is not possible. However, Wittich and Schuller suggested that a teacher can judge the possible value of a program from previous experience with the program, the reputation of the sponsor or producer, or the caliber of the expert or demonstrator being featured. She should attempt to select programs that are suitable for the age of the group and that will help the students to understand a particular unit of work or the general curriculum area.¹⁹

¹⁸ Sands op cit, p. 428

¹⁹ Walter A. Wittich and Charles F. Schuller, *Audio Visual Materials, Their Nature and Use* (2nd ed.) New York: Harper, 1957, p. 440

Assignments for home viewing of television programs may be made just as reading assignments have become an accepted part of the school's program. In this way, a teacher may even help to raise the level of programs that are viewed by families in her community. Critical viewing of television advertisements could be related to a study of consumer buying.

Essential qualities

Whether a teacher uses a commercially prepared program or participates in the preparation of an educational television program, she should understand the essential qualities of a good television program. These include ²⁰

- 1 The program is educational, not just entertaining
- 2 The program helps the students to develop their own abilities, solve their problems, understand themselves and others, and/or increase their skills
- 3 The viewer is involved in the program itself or in an activity that may follow the program.
- 4 The program shows something in a simple manner with a clear explanation of *why* it is so
- 5 The use of local community experts or familiar people attracts an audience
- 6 The program is presented in an objective manner, without distorting facts for showmanship purposes
- 7 The program stimulates interest, shows application, raises questions, suggests activities, and challenges students to learn.

Experiments on the effectiveness of teaching by television indicate that college students can learn as much or more from a televised class as from attending a "live" class. Among the reasons for the effectiveness of televised classes might be that students can see and/or hear better as every student acquires a front row seat, attention is focused on the screen, enthusiastic and gifted lecturers are used, and the professors present more stimulating lectures. Although the lack of opportunity for asking questions may be one of the limitations of a televised program, students have found that they are forced to pay closer attention to the lecture. Fears that instruction may become stereotyped or that students will lose their initiative have no basis when the classroom teacher understands how to use television effectively.

* "Television for Teaching Adolescents and Adults." *Illinois Teacher* Volume 2, Number 4, pp. 8-12.

Effective use

Television can contribute to many areas of the home economics curriculum

Child Development Students could evaluate programs for children to view, demonstrations could show proper care and guidance of young children, panel discussions could consider principles of guiding children

Clothing and Textiles Millikan University had a series of programs on clothing construction including the selection of sewing equipment, operation of a sewing machine, pattern fitting and alterations, cutting and marking, seam construction and pressing, machine made and bound buttonholes, and many other processes involved in the construction of a skirt and blouse²¹

Family Finance Discussions and illustrations could be presented on financial planning, insurance, investments, and buying principles for the family

Foods and Nutrition A master chef could present a demonstration of his specialty, a teacher could demonstrate something that would require expensive supplies or equipment, an expert could demonstrate a difficult technique, food selection and suggestions for wise buying could be presented, or interest in nutrition could be developed through experiments or illustrations of nutritional deficiencies

Home Furnishing Fleck suggested that demonstrations could be used on the making of slip covers or other articles for the home, a chalk talk could give ideas for storing dishes, or a flannel board could be used for house planning²²

Home Management Murphy used four teams of two high school girls to present the "Tale of a Shirt." While one girl demonstrated various aspects of laundering, the other girl narrated and gave reasons for the things that were being shown. A mistress of ceremonies opened and closed the show. Each team was in front of the camera for a very short time during the thirty minute program²³

Home Nursing A televised Red Cross Home Nursing course was taught successfully and with less time than by traditional methods²⁴

Personal and Family Relationships Many of the movies or family

²¹ *Ibid.*, p. 24.

²² Hennessey Fleck, "Communication by Television" *Forecast for Home Economics* 74 7, January 1958

²³ Television for Teaching Adolescents and Adults," *op cit.*, p. 4

²⁴ *Ibid.*, p. 4

programs can be used to illustrate social behavior for various occasions the needs and values of various types of families and ways of solving family problems

When evaluating the use of a television program in the classroom a teacher might consider such questions as the following

- 1 Did the program provide a learning experience that could not have been provided as effectively by other means?
- 2 Did the program fit into the unit of study or the general course?
- 3 Were the purposes of the program made clear to the students?
- 4 Did the students have guidance in what to watch for?
- 5 Could the students see a clear image and hear easily?
- 6 Were charts pictures flannel board or other illustrative materials used satisfactorily?
- 7 Did the program encourage students to read do simple research or engage in creative activities?

The *Illinois Teacher* pointed out the benefits a teacher might receive from appearing on a television program

Telecasting will improve your classroom teaching. You will learn to simplify your methods to work within a time limit and to repeat and summarize until learning really takes place. A few appearances on television will give status to your department and influence mothers of adolescents to urge enrollment in your classes. If you are able to present several short programs you might deliberately and effectively interpret your homemaking and family living program to your community through the variety of your aspects.

Radio

Since almost every student has access to a radio at home or a portable set that can be used away from home a home economics teacher has many opportunities to guide students in listening to selected radio programs. One advantage of radio is the emotional impact that comes through dramatic presentations or panel discussions. Richardson suggested a general guide for use with family living classes so the students would know what to listen for.²⁸

- 1 What was the problem?
- 2 What family members were involved?
- 3 How did they solve the problem?

²⁸ *Ibid* p 41

²⁹ Marilyn Richardson "Let's Use Radio and TV" *Practical Home Economics*

- 4 Was everyone satisfied with the solution?
- 5 In what ways was it solved well?
- 6 How could it have been solved better?

One difficulty in using radio in the classroom is that a program may not be scheduled at a convenient time for live broadcasting. However, when it is possible for a class to listen to a radio program, the teacher can help to make this experience worthwhile by preparing her students. They should know something about the nature of the program and they might have a list of specific questions that they should try to answer. During the broadcast, she should be sure that reception is suitable for students in all parts of the room. She might take notes on the broadcast to guide in a discussion later and she might list key words or names on the chalkboard. Following the broadcast, students might have a free discussion of what they heard or they might discuss the questions that were listed previously. They might engage in creative activities or they might seek further information related to the broadcast.

A home economics teacher's responsibility for the effective use of radio does not end with guiding students in their classroom or home listening. Fleck indicated four ways in which radio can be used to tell about home economics:

- 1 Press releases can be sent to radio stations as well as to newspapers.
- 2 Another way to communicate by radio is to be a guest on a radio program. You might be interviewed by someone, give a talk, or serve as a member of a panel.
- 3 A third way of using radio is to have your own program. Mrs. Marguerite Horn, supervisor of home economics in the elementary grades in Poughkeepsie, New York, has a program which she broadcasts on Saturday mornings. She emphasizes such areas of home economics as new trends in nutrition, ways to prepare food to retain its nutritive content, and suggestions for improved family living.
- 4 Using spot announcement on radio provides another way to keep the public alert to the importance of home economics.²⁷

Among the topics that have interest and value for use by home economics teachers in planning radio programs, Fleck suggested the following:²⁸

Child Development ideas on child care, characteristics of children at various ages.

Clothing and Grooming selecting clothing to express your personality.

²⁷ Henrietta Fleck, "Communication by Radio," *Forecast for Home Economists*, 73 6 December 1957.

²⁸ *Ibid.*, p. 6.

Family Economics a simple way to record the family budget, ways to cut the food budget.

Family Relations understanding one's parents, inexpensive ways to have fun

Foods and Nutrition new use for a food, losing weight, preparing meals in a hurry, refreshments for a club meeting or a children's party, cooking outdoors, food of other countries

General interesting class activities, career opportunities in home economics

Home Management household hints to reduce work capacity in a specific task.

Home Nursing home care of the sick.

Recordings

Although both radio and television have an important place in home economics education, they do have possible limitations. Disk and tape recordings can help to overcome the scheduling difficulties involved with the use of radio programs. They have many other uses such as recording special teacher presentations, speeches or panel discussions in which guests participate, student discussions or dramatizations, comments to be synchronized with filmstrips, and materials for evaluation. Tape recordings may be used in giving directions, such as for the use of equipment, thus freeing the teacher to be with another group. They are of benefit also in evaluation—of the teacher herself, the subject matter she has taught, or of a student discussion.

Recordings have the advantage of motivating students through a new approach or a different voice. A teacher can listen to them in advance and evaluate them for class use. They may be played over again, eliminating the need for repetition by the teacher. Tape recorders are simple to operate and recordings can be made at school or in the home. Transcripts may be either permanent or temporary. Although the cost is very low when tapes are re used, the initial cost of a high quality machine and the cost of replacing it must be considered.

To use recordings effectively, a home economics teacher might take the following steps:

1. Select programs that are appropriate for the maturity of the students.
2. Know how to obtain the best quality presentation from the record playing equipment.
3. Prepare the students for the listening experience.
4. Guide and encourage worthwhile follow up activities.

READING MATERIALS

Reading is an important area that may tend to be neglected in home economics classes. Students, particularly those of average or less than average intelligence, usually profit from visual presentations and from actual experience in the laboratory. Although these methods contribute significantly to students' information and interest, they can never replace the benefits that could be derived from reading. In like manner, reading can never substitute for or replace good teaching. A home economics teacher who introduces a variety of teaching aids and uses them effectively will enrich the learning experiences of her classes.

How can you, as a teacher, help teenagers to like reading? Basically, two principles might guide you: (1) if students are to learn to like reading, they must read; and (2) when students read, they should find it an enjoyable experience and one that they would like to continue. The first principle is easy to carry out with students of high intelligence who have the background and ability to learn readily from a printed page. Nevertheless, students at all levels of ability should have reading experiences which are on their level. If the second principle is to be fulfilled, students need guidance in understanding reasons for reading. Reading can be enjoyable and informative. It can give students information about the background of events in today's world. It can substitute for a vast variety of personal experiences that would be necessary otherwise in understanding the business and social world in which they live. It can offer new ideas to stretch the students' imaginations. And, through reading a variety of materials, students may learn to find answers to their own questions and to draw satisfactory conclusions. It can make learning continuous for them long after they have "finished school."

This discussion of reading materials is divided into three sections—the first part presents information about text and reference books, the second part discusses magazines and newspapers, while the third part deals with small, supplementary materials.

Text and Reference Books

Textbooks provide a carefully organized, common core of experience for a class. Today's text and reference books are reasonably accurate, informative, interesting, and even glamorous. Although they

should not be used as a crutch to be followed rigorously from day to day, they can be helpful as a basis for specific problems and projects. As students are guided in using books to solve their problems, they learn to analyze, evaluate, and summarize information.

The *Illinois Teacher* advised

Probably the younger and slower the students, the greater must be the dependence upon a textbook. A text can supply the basic structure of the unit for both students and beginning teachers. As a teacher gains more skill, he can locate related instructional materials and use these critically. Older and more able students, likewise, can grow in these abilities.²⁹

The selection of a text or reference book should be made very carefully. The author's qualifications for writing the book should be examined. The point of view of the author should be considered in light of the school's philosophy and the objectives of the class. Particular values mediated by the book should be identified. Factors that contribute to the appearance of a book include suitable format, clear print, well designed illustrations, and durable binding. Information contained in a book should be organized to facilitate learning and it should be research based, up-to-date, accurate, and sufficient to cover the fundamental areas of home life. Usefulness of a book is enhanced by such features as an index, table of contents, clear explanations, interesting style, suitable vocabulary, provisions for individual differences in interests and abilities, reviews or summaries, and suggestions for self evaluation. Cost of a book should be considered in light of the over all departmental budget and the contributions the book might be expected to make.

Among the suggestions that might help you to use books effectively in your classes are following

1. Guide students in examining the essential features of a book—point out the significance of its title, the utility of the table of contents and index, illustrations, and aids to learning (such as exercises or supplementary references)

2. Demonstrate how to read a book. To show the students that studying is more than reading, a teacher might read aloud a complete section that is to be studied. Then she might go back and read a small portion of it, comment on it, interrupt with questions, paraphrase it, or refer to previous sections. Finally, when the section has been completed, she could guide the students in summarizing and discussing what was read.

²⁹ "A Look to the Year Ahead." *Illinois Teacher* Volume 2, Number 9, p. 39.

- 3 Teach students what the technical words mean rather than assume that they know. New words should be defined and explained.
- 4 Correct any errors or counteract biased viewpoints that might be presented in a book.
- 5 Use a book to lead into other projects or further reading rather than to let a book define the limits of a unit of study.
- 6 Encourage the students to read on a level that they are capable of understanding but one that requires some effort to understand.

Magazines and Newspapers

Basic textbooks and a variety of useful reference books are indispensable supplies in a home economics department but they do need to be supplemented with other reading matter. One means of obtaining recent information is through the use of current periodicals and newspapers. Since the departmental budget may not stretch far enough to include all of the subscriptions that might be desired, the *Illinois Teacher's* suggestions for extending it may be helpful. (1) Encourage the students to use the magazines and newspapers that are available in the school and public libraries, (2) Permit students to bring a magazine from home for the class to discuss, but be sure that the magazine returns home promptly and in good condition, and (3) Practice *selective buying* of single issues that have valuable information rather than to take yearly subscriptions of magazines that may have little application to your classwork.³⁰

In evaluating one's choice of magazines, the *Illinois Teacher* suggested answering the following questions.³¹

Is the present collection of magazines well balanced in terms of the importance of the topic in the curriculum and the helps already available in school files?

Are the magazines in your own major field of interest unduly represented in the total collection?

Are certain aspects of home economics conspicuous by their absence?

Are the contents of the magazines readily adapted to students' lives? Are the technical skills and supplies within the reach of students? Are the economic standards shown at most only a little higher than those students may realistically expect?

Are the social practices appropriate to the location and mores of the community?

Is careful economy practiced, not only in selection but also in maximum utilization?

³⁰ *Ibid.*, p. 32.

³¹ *Ibid.*, p. 33.

Are the magazines cared for by students with the respect due them? Is every part of every magazine used to the best advantage? Do students share in deciding on those materials of permanent value, in clipping and filing them for future classes?

Feature articles, news stories, cartoons, and advertisements from daily newspapers can *enrich class discussions and stimulate students* to search for facts. Sometimes news items are appropriate for posting on the tackboard. Ideas for captions may be gleaned from newspaper articles. Sometimes lettering for these captions can be cut from large newspaper headlines.

Supplementary Reading Materials

Home economists who work for business firms have been very helpful in developing educational materials for teachers and students. Business firms are able to combine the services of research workers, expert writers, photographers, and advertising specialists with those of home economists in producing factual and interesting teaching aids. Through their large expenditures, business firms not only help to meet educational needs but they increase understanding of and demand for their products or services.

Business sponsored educational materials consist of posters, charts, exhibits, pamphlets, booklets, leaflets, filmstrips, movies, and recordings. Previous sections of this chapter have discussed points to consider in selecting and using several of these types of materials. Emphasis here is on reading materials such as bulletins, booklets, and leaflets.

Government bulletins are helpful to home economics classes particularly because of the variety and accuracy of information they contain. Federal bulletins may be obtained from the Superintendent of Documents, United States Government Printing Office, Washington 25, D C. Another rich source is the Cooperative Agricultural Extension Service in each state. Information about the bulletins available may be obtained directly from the county home demonstration agent's office or Agricultural Experiment Station in your state. Since their programs are designed to help homemakers achieve happy and healthy homes, home demonstration agents prepare bulletins on all aspects of family and community life.

Advantages

Small materials, such as bulletins and leaflets, can be written and published more quickly than books. Consequently, they serve an im-

portant function in supplementing text and reference books. Teachers and students can receive up-to-date, accurate, individualized information on new products and the latest developments in various aspects of home economics. A variety of reading material adds interest to the classes. Through effective use of supplementary materials, a teacher can help students to think critically and evaluate the kinds of materials that will be available to them after they leave school.

Although the use of pamphlet material has many advantages, it also has certain problems. Teachers sometimes feel that they lack time to look for suitable materials and to order, evaluate, and file them. Even with the coupon sections that are contained in home economics magazines, it does take time to order materials from a number of different places. Perhaps this problem can be overcome by making the selection of teaching materials one of the learning experiences provided for a class. Students who help select, evaluate, and file materials will develop greater appreciation for them. A student librarian can be of real service to her class while she is learning.

Teachers should be cautious in their use of free and inexpensive teaching materials. Educational materials are intended to be supplementary, but not to replace basic reference books or teaching methods. A teacher's job should be creative; she should be careful not to let other people, or teaching materials, do the work that she should do for herself.

Selection

Several conferences of home economics educators and home economists in business were held to help business firms develop the kinds of teaching materials that would be consistent with the goals of home economics education and to help teachers use materials effectively. The characteristics of good teaching materials as listed by these conference members are:³²

- 1 Meet needs common to the group for which the material is intended.
- 2 Add interest to the learning process.
- 3 Supplement information available in reference books or present it in a more effective way.
- 4 Help develop judgment and discrimination.
- 5 Help develop initiative, self-direction, and resourcefulness.
- 6 Are positive in approach.
- 7 Emphasize standards consistent with individual and family well-being.

³² *Business-Sponsored Home Economics Teaching Aids*, Misc 3438, revised, 1955. Washington, D.C.: Office of Education, U.S. Dept. of Health, Education and Welfare.

8 Present information accurately and honestly without bias, deception, or exaggeration

9 Cite authority or sources of information

10 Present content that is (a) up to-date and timely, (b) about products rather than specific brands, (c) well-organized, (d) clear, concise, easy to read

11 Present material in a form that is (a) well designed and illustrated, with good balance between pictures and text, (b) easy to handle, display, store

Walsh suggested that a teacher consider also the psychological and sociological aspects when selecting instructional materials. Among the points to look for are the following:³³

Avoidance of unintentional stereotyping or careless wording which might tend to perpetuate antagonisms now current in our culture

Emphasis placed upon modern economic practices, for example, intelligent use of credit versus condemnation of all borrowing

Acceptance of different values held by different social classes, as in lower class interest in economy, upper middle class satisfaction in creativeness through clothing construction

Adjustment of recommended techniques to the limited time and skill of homemakers employed full time or inclined to reject work in the home

Positive attitude toward family centeredness expressed consistently in family activities suggested by materials

Realism as perceived by students so that, for example, they may identify with the mother-daughter team pictured because account has been taken of differences in skills and time available

Advertising may or may not be an objectionable feature of business sponsored educational materials. If biased information is presented or if one particular brand is promoted to the exclusion of comparable products, materials might need to be rejected. However, some advertising may be permissible, particularly when it is used to help students develop critical thinking.

Responsibilities of the teacher

While you are still in college preparing to be a teacher, you are taking the first steps toward the proper use of teaching materials. First, you are becoming familiar with the facts about various products and the principles that should guide homemakers in their selection and use. While you are teaching, you should continue to grow in your knowledge and understanding of facts so that you can evaluate the accuracy with which they are presented.

³³ Letitia Walsh, "Developing Ability to Evaluate Teaching Aids," *Journal of Home Economics*, 49 423-424, June 1957

Another step that you can take during your preservice training is to start collecting and organizing a file of teaching materials. To be useful, your file might be classified under the principal subject areas of home economics with appropriate subdivisions. If a regular filing cabinet is not available, firm cardboard boxes may work very satisfactorily for the filing and storage of bulletins. As you gather materials evaluate them carefully so that your file will contain helpful materials. Review it periodically to keep it well organized and up to date.

When you are teaching the students may assist you in developing departmental files which they can use readily and easily. They should be encouraged to refer to the files continuously for information pertaining to their regular classwork, for ideas related to individual or committee reports or for guidance with their home projects. Students might enjoy taking recipe leaflets and booklets home where their families could find them beneficial.

As you gain experience in teaching you may want to accept the challenge of doing action research as a basis for comparing the results of various methods of using teaching materials. Walsh suggested several possibilities for such study:²⁴

What is the best order of using different aids in certain teaching units for introduction and motivation, development of concepts, summary and fixing of learnings?

How can teaching aids be utilized to teach critical thinking through focusing on some aspect that can be checked with authorities, statements weighing evidence on facts versus propaganda, making a decision as to the dependability or bias of the aid?

What characterizes teaching aids that change pupils' behavior patterns in aesthetic appreciation, scientific attitude, social sensitivity?

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²⁴ *Ibid.*, p. 424.

READING MATERIALS

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PART IV

EVALUATION OF PROGRESS IN HOME ECONOMICS

10

EVALUATING STUDENT GROWTH

Evaluation of the progress being made by your students will very likely be one of the most difficult but rewarding experiences you have as a home economics teacher. Any teacher who exerts a little effort can learn to make quantitative measurements that indicate what per cent of the total information contained on a test was answered correctly by a student. The challenge of evaluation rests in planning suitable ways for collecting evidence of student learning and in using your findings to promote optimum growth of the students toward all of the objectives of your educational program.

PHILOSOPHY OF EVALUATION

The word "evaluation" implies much more than measurement, it means to determine the "value" of something. Evaluation is a process that demands resourcefulness and ingenuity on the part of the teacher, it is not a mechanical or routine means of assigning scores to the students. In defining evaluation Magnuson said that it is "the process of gathering and weighing evidence which will reveal changes in the behavior of pupils as they progress through school."¹

Functions of Evaluation

In a school program evaluation serves three major purposes that might be classified as guidance, curricular, and administrative. As a home economics teacher you share responsibility for each of the three functions of evaluation even though your school has a specialist primarily responsible for each.

¹ Henry Magnuson *Evaluating Pupil Progress* Vol. 21, No. 6 Sacramento California State Department of Education, 1952, p. 1

Guidance

Evaluation helps a teacher to know the individual needs, interests, and abilities of her students (See Chapters 3, 4, and 5) Information about a student's interests, reading speed and comprehension, personal and social adjustment, and aptitudes can enable you to work more effectively to meet the needs that are unique to each individual.

Standardized tests of intelligence and achievement are given in many school systems. Knowledge of an individual's ability in relation to his achievement can help you stimulate a student to greater accomplishment or assist a student in setting goals that are more nearly within his capabilities.

Furthermore, evaluation can help students to develop an understanding of their strengths and weaknesses and to learn how to plan for the future. Students need guidance in self analysis in order to learn to face themselves objectively and to realize the importance of growth toward independence. A school counselor or psychologist is available in most school systems to guide students with personal, educational, and vocational problems. Nevertheless, each teacher can help students in their adjustment by encouraging them to find out what their abilities are and to plan ways of overcoming unnecessary weaknesses that might be interfering with their achievement.

Curricular

Home economics teachers look constantly for new ways of motivating students to learn. As a teacher becomes familiar with what students are capable of learning, she is able to differentiate the content that is most suitable for each grade level. Artificial motivation decreases in importance as suitable learning experiences are planned. Through pretesting, a teacher can learn what a student already knows and thereby plan where he needs to start in her class.

Through a diagnosis of the degree to which specific objectives are being attained by your students, you can determine which subjects or objectives should receive more emphasis. A study of the factors that cause learning difficulties can help avert these problems in future classes.

Administrative

Home economics teachers are expected to assist with the administrative duties of the school by providing certain records and reports. Student records are the most familiar and probably the most time-consuming type of record for the average teacher. Their importance justifies careful attention. Evaluation techniques help a teacher to determine the extent to which an individual is achieving various educational objectives. With this information, she provides scores or ratings

that can be used in the placement of students entering a new school, classification of students according to their ability, promotion to higher grades, selection of honors recipients, and determination of the qualification of graduates for admission to institutions of higher education.

Parents are entitled to information about the progress of their children, evaluation is the basis for helping teachers know what to report. Besides the periodic reports on their own children, community citizens (particularly the taxpayers) are concerned about what is being accomplished by the school. Since home economics education is often more expensive than many other phases of the school program, a home economics teacher needs to be prepared with facts to show the values and accomplishments of her program.

Proper evaluation of teaching is very important, therefore, the two following chapters are devoted to the appraisal of the physical and social environment of the classroom, and the self appraisal of the teacher. A teacher cannot expect her students to grow in the ability to evaluate themselves unless she takes seriously her own responsibility for self-evaluation.

Characteristics of an Effective Evaluation Program

Four guides are suggested to help you determine the effectiveness of your evaluation program.

1. IS IT CONSISTENT WITH AND AN AID TO DEMOCRATIC HUMAN RELATIONSHIPS? America was founded on the recognition of the worth of each individual and his right to freedom of thought. The survival of democracy is dependent upon the extent to which individuals accept the responsibility for being informed and develop the ability to think critically. Democracy recognizes that, although all men have equal privileges, each is responsible for growing according to his ability.

As you plan your evaluation procedures, keep in mind that each of your students is worthy of respect and should experience, to some degree, the success that is in keeping with his ability. Remember that effective evaluation is not an opportunity for you to do something to a student but rather to achieve something *with* him. The threat of evaluation can be removed when students and teachers realize that its true purpose is to help promote growth.

2. IS IT A CONTINUOUS PART OF AN EFFECTIVE LEARNING SITUATION? The psychology of an effective learning situation indicates that a learner needs to have confidence in his ability to learn, readiness to learn, emotional organization and ability to handle the learning situation, successful experiences sufficient to maintain his interest and sense of worth, and knowledge of his progress.

Effective evaluation situations are built upon the same characteristics as any other type of learning situation. An individual must have a sense of his worth, a readiness to be evaluated, an understanding of the purposes of the evaluation, the ability to maintain his emotional organization during the evaluation process, prompt knowledge of the results, and a willingness to accept and implement the results.

Evaluation is an integral part of the learning process. Very often the kind of evaluation that students expect during a unit of study influences the amount and quality of their learning. Likewise, the nature of the teaching is frequently influenced by the types of evaluation a teacher uses or plans to introduce during a unit.

Evaluation must be continuous in order to reach its maximum effectiveness. A home economics teacher needs to know about the background and achievement of students as they enter her class in order to make a fair estimate of how much they have gained from her class. As mentioned previously, she needs to evaluate continuously to find out how well the students are progressing toward the goals, to help them overcome difficulties or weaknesses in their learning, and to guide them in re-shaping and defining new goals.

3. DOES IT INCLUDE AN APPRAISAL OF PROGRESS TOWARD ALL OF THE GOALS OF HOME ECONOMICS EDUCATION? Increased knowledge is probably the easiest goal to measure, but it is by no means the only important goal. The teacher should be concerned not only with the amount of information her students have acquired but also with their ability to locate further information, to know reliable sources in which they can find answers to related problems, to understand how to solve new problems, and to think critically about the information and opinions expressed by others. Unless the teacher helps the students to grow in self-direction, they will be handicapped in continuing to learn after completing their years of formal schooling.

Among the highly intangible goals of home economics education is growth in personal attributes. Evaluation should be planned to measure progress toward the growth of responsibility, cooperation, appreciations, interests, attitudes, values, and other aspects that contribute to effective home and family living.

4. DOES IT HELP BOTH THE TEACHER AND THE STUDENTS TO IDENTIFY THEIR OWN STRENGTHS AND WEAKNESSES AND TO PLAN INTELLIGENTLY FOR THE NEXT STEPS? Unless the results are used effectively, the time and effort demand for the preparation and administration of evaluation techniques cannot be justified. Not every evaluation instrument needs to fulfill each of the three functions described above. Nevertheless, each evaluation technique should be selected for a specific purpose; it should be developed and interpreted in terms of that par-

ticular function. Student growth, in terms of learning and ability, should be a primary consideration when planning and using any form of evaluation. The teacher's effectiveness can be judged to a large extent by the growth of her students.

MEASURING STUDENT PROGRESS TOWARD LEARNING OBJECTIVES

In carrying out the functions and characteristics of an effective evaluation program, a teacher may select instruments that someone else has developed or she may choose to prepare her own techniques. Although one of the purposes of this chapter is to introduce you to some of the tests that others have found useful, you need to weigh very carefully how well such tests really meet your needs. Since an effective home economics education program is planned in accordance with the needs of a particular community and individual students, an evaluation instrument that was highly successful in one situation may be most inappropriate and inadequate for another setting. Evaluation must be in terms of what was taught—the objectives of your own program.

Criteria for Effective Instruments

The following criteria should help you determine the effectiveness of an evaluation instrument, whether prepared by you or someone else.

1. VALIDITY The most important characteristic of any test is its validity—the extent to which it measures what it is supposed to measure. When you are examining a test that has been published, you should read the test manual to find out what the test *claims* to measure. No matter how well a test fulfills its claims, that test will be valid for you only to the extent that you use it with students who have the necessary background and maturity to understand the directions and to respond to the questions. Furthermore, you must provide proper conditions for the administration of the test. A quiet room, physical comfort, and motivation for the students to do their best are among the conditions that increase the validity of a test situation.

Validity may be determined in three ways: (1) content, (2) comparison with outside criteria, and (3) internal consistency. *Content or curricular validity* means that the test is in agreement with textbooks, courses of study, and opinions of experts pertaining to the subject matter covered. Another aspect of content validity is that the test must represent a good sampling of the course content, emphasizing

various aspects in proportion to their relative importance in the course. A good means of insuring content validity is to determine in advance a "table of specifications" showing that each topic is sampled in proportion to its emphasis in the course and that important behavioral objectives are evaluated. Table 11 shows the specifications that were outlined for an objective test in foods and nutrition.

TABLE 11

Table of Specifications for a Short Answer Test in Foods and Nutrition *

Areas of Foods and Nutrition	Percentage of Items which Test Each Objective †			
	Knowledge of facts (25%)	Understanding of concepts (30%)	Ability to apply principles (45%)	Per cent of items included
Nutrition and menu planning (30%)	5%	10%	15%	30%
Principles of cooking (25%)	10%	5%	10%	25%
Preparation and serving of foods and meals (25%)	0	10%	10%	20%
Selection (purchases) of food (10%)	5%	5%	5%	15%
Care and storage of food (10%)	5%	5%	0	10%
Total	25%	35%	40%	100%

* Indiana Home Economics Association *Evaluation in Home Economics* Lafayette Ind. Purdue University, 1957 p. 6
 † Proposed percentages of items shown in parentheses actual percentage shown without parentheses

A second way of determining validity is by comparison with outside criteria such as school marks, ratings of experts, or other tests covering similar objectives. By comparing results with future ratings of success in college, homemaking or employment outside of the home, you may gain helpful information about the predictive validity of your evaluation instruments.

And finally, the validity of a test may be determined by its internal consistency. Later in this chapter you will learn about the technique of item analysis which indicates how well each item correlates with the whole test. Valid items discriminate effectively between students who earn high total scores and those who earn low scores on the test as a whole.

2. RELIABILITY. Although validity is the most important characteristic of a test, it is closely related to the concept of reliability. A valid test must be reliable, the reverse is not true, however, for a test can be reliable without being valid. A reliable test is one that yields accurate and consistent results.

Three common ways of determining test reliability are (1) *test retest*, (2) *alternate forms*, and (3) *split halves*. In the test retest method, the same test is administered to the same persons with sufficient time between the two tests for the students to forget what was covered. Even with a time interval between the two testings, one might find some increase in scores due to the practice effects. The alternate forms method consists of the use of two forms, which are equivalent in content and difficulty. One is used on the first occasion and the other at a later time with the same students and under similar conditions. The method of split halves involves only a single test used on one occasion. The usual method is to obtain a score for each individual based upon the odd numbered items (1, 3, 5, etc.) and then another score for the even numbered items (2, 4, 6, etc.). These two sets of scores are then correlated and used to estimate the reliability that would result from the full length test. Specific methods for computing test reliability may be found in the references at the end of this chapter.

As a beginning teacher, you should be concerned about ways of increasing the reliability of your tests. In general, increasing the length of a test makes it more reliable, providing the additional items are similar in difficulty and discrimination to those that were included in the shorter tests. Clear, simple directions and clear, concise items contribute to test reliability. Reliability is enhanced as the chances of guessing are reduced. In the case of objective items, four or five alternatives are more effective than only two alternatives in reducing the number of correct answers that can be obtained merely by guessing. Another means of increasing reliability is to develop objectivity in scoring. An inflexible key, which lists the correct answers and any acceptable synonyms, can be used by two persons to yield identical results or can be used by the same person on two different occasions with consistent results.

3. USEFULNESS. The utility of an evaluation instrument depends a great deal upon its ease of use. One aspect that contributes to its usefulness is *ease of administration*. A test should contain clear and simple directions on the test itself, even though oral directions may be used to supplement them. When new or unfamiliar types of items are used, practice exercises or illustrations should be included. The weight, value and/or suggested time limits for each item or subsection should be indicated on the test.

Ease of scoring contributes to the usefulness of a test as well as to its reliability. Scoring errors are usually of two types: (1) constant errors, which may result from misunderstanding of the directions for scoring, and (2) variable errors, which may result from the introduction of the scorer's subjective judgment or his carelessness in computing scores. The use of strip keys and cut out stencils makes possible accurate scoring that is simple, rapid, and routine.

Economy is a factor that may influence the ease of using a test. The length of time required for a test and the costs of test copies are two important considerations. Nevertheless, you can determine the true economy of a test only in terms of the degree to which it fulfills an important objective.

Principles of Test Construction

This portion of the chapter presents first some of the general principles of preparing a test and then some suggestions that are applicable to the construction of many types of test items.

Preparing a test

The first step in preparing any type of evaluation instrument is to state your objectives and prepare a grid to guide you in covering all of the important outcomes of instruction with proper emphasis. One test cannot measure all of the outcomes of instruction but it should include a large enough number of items to give an adequate representation of the student's ability and knowledge. As you clarify your objectives, try to think of the kinds of behavior a student should manifest if he is fulfilling each objective. Your next step is to decide on suitable ways of measuring progress in the kinds of behavior you have described.

When you are ready to start preparing items, allow sufficient time so that you can draft them early. At a later time you can appraise them more effectively than at the time of writing, particularly if you try taking the test yourself from the students' viewpoint.

Here are some suggestions for the selection and arrangement

1. A major test should usually include more than one type of item, so as to hold the interest of the students and to provide an opportunity for individual students to show what they can do with a type of item they can handle.
2. Usually restrict a test to not more than three types of items to avoid confusion in going from one set of directions to another.
3. All items of a particular type should be grouped together.

4. Within each group, progress from the easiest items to the more difficult ones, thereby encouraging every student to feel that he has a chance for success

5 Test items should be arranged at random so the responses do not fall into a regular sequence

6 Each item should be independent of the other items to prevent a person from obtaining an answer from another item.

7 Concise, yet clear and complete, directions should be included for each part of the test. The student should know what he is expected to do, how to proceed, and where to indicate his responses

8 When a test is typed, all parts of a question should be placed on one page for easy reference

9 Responses should be made in a simple and convenient manner, usually in columns provided by blanks beside the item numbers either at the left or right of the page

10 An answer key and a simple method of scoring should be prepared in advance

Construction of test items

A good practice when writing test items is to place each item on a separate card. Usually a 5 x 8-inch card is used because that size provides enough room for the objective, key, item analysis information, and notes on the effectiveness of the item

Here are some specific suggestions for writing effective items

1 Select a type of item that is best suited for the content and specific objective you wish to measure

2 Use items that require the students to apply their learnings, not merely to recall or recognize information

3 Select items that provide new situations in which the students can test their ability to apply their learnings. Statements that are taken directly from a text or reference book lack validity in measuring understanding and application of knowledge

4 Make the entire content of an item homogeneous and plausible so that the student will have to think before determining an answer

5 The content of an item, rather than the form of statement or its wording, should determine the correctness of an answer

6 Make items short and definite, including only one independent idea in each question

7 Word the items simply, using language familiar to students

8 Whenever possible, select items that include more than two choices, to reduce the possibility of guessing

9 Make sure there is only one correct answer, unless the directions indicate some other procedure

10 Use correct grammar, and do not give irrelevant clues to the correct answer (through the use of such words as "a" or "an")

11 Be sure to clarify any words that are qualitative or that have hidden meanings if such words are used

Measuring Knowledge and Understanding

In explaining the difference between knowledge and understanding, Ahmann and Glock pointed out that knowledge refers to "those pieces of information that he commands. He can recall them when he wants to." Knowledge includes the facts that one has learned about people, places, events, objects, principles, and practices. "Understandings, on the other hand, are based upon the acquisition of meanings. The pupil gains understandings when he comprehends the meanings of the knowledges to the point that he can restate them in his own words, can grasp the interrelationships among them, and can take action intelligently on the basis of them."²

Knowledge and understanding can be measured in a variety of ways through essay, recall, or recognition items.

Essay

An essay item is one in which a student is free to develop his answer as he chooses. The principal advantages of essay tests are (1) emphasis on ability to organize knowledge and express ideas logically, (2) making it necessary for a student to organize his knowledge into an integrated whole in order to interpret, compare, criticize, and/or defend a particular situation, (3) adaptability of questions to a variety of subject matter, (4) ease in construction and administration of tests, and (5) permitting a student to qualify his answer rather than make an unequivocal response.

A number of situations in which essay questions are suitable are listed below with brief suggestions as to how to use them.

1. ANALYZE THE CAUSE OR EFFECT.

- a how might you account for _____ (a given effect) ?
- b if you do _____ (a given action—cause) _____, what might happen?

2. COMPARE TWO THINGS

- a on a specific point
- b in general

² J. Stanley Ahmann and Marvin D. Glock, *Evaluating Pupil Growth*. Boston: Allyn and Bacon, 1958, p. 240.

3. **CONTRAST TWO THINGS**
 - a on a specific point
 - b in general
4. **CRITICIZE.** On specific points such as adequacy, correctness, or relevancy.
5. **DESCRIBE OR ILLUSTRATE** The application of a given principle
6. **EVALUATE** *Selective recall*
 - a discuss three important developments in _____
 - b name three persons who had the greatest influence on _____
7. **EXPLAIN.**
 - a the use of some object
 - b the meaning of a word or phrase
8. **INTERPRET.**
 - a data contained in tabular or graphic form
 - b information given on a label
 - c newspaper articles or other writings
9. **OUTLINE.**
 - a the major steps in a given procedure
 - b the significant ideas in a movie, book, or magazine article
10. **RELATE.**
 - a decide whether or not two things are related
 - b explain the relationship between two things
11. **SUMMARIZE**
 - a discuss the major ideas of a book or article
 - b discuss the author's purpose
 - c discuss the advantages and limitations of _____
 - d state the conclusion of _____

The most serious limitation of essay questions is their *low validity*. Essay questions are limited in their sampling of course content and may be inadequate to show what a student has really learned. Furthermore, students may take advantage of the freedom to discuss as they see fit by bluffing or bringing in irrelevant information. Extraneous factors, such as handwriting neatness, spelling, grammar, length of the answer, or organization, may have greater influence on the scorer than what the student has said. Another limitation of essay questions is their *low reliability* or subjectivity of scoring. "Constant" errors may result from the tendency of a teacher to be hard or easy in marking. Persons vary in their marking from time to time. The "halo effect" may cause a person to rate an individual high or low in accordance with a general impression that carries over to specific ratings. The final limitation of essay tests is their *low usefulness*. Essay tests are time-consuming because they permit students to answer only a few questions, and because

they take a long time to grade. They are difficult to evaluate statistically. The following suggestions may help you to make effective use of essay questions.

1. Decide on the objectives you wish to measure.
2. To achieve a wider sampling of the course content, increase the number of questions but decrease the amount of discussion required for each question.
3. Teach the students how to answer essay questions.
4. Require all students to answer the same questions. When a choice is given among items, the students are actually taking different tests, which may have varying levels of difficulty.
5. Indicate the value and/or time limit of each question or part of a question.
6. Call for specific responses by providing an outline of the points to be discussed.
7. Prepare in advance a list of the important points and acceptable answers.
8. Grade one question on all of the papers before proceeding to the next question. This method of scoring has two advantages. (a) you can conceal the identity of the individual whose paper is being scored, and (b) you can increase the consistency of your scoring by concentrating your thoughts on one question at a time.
9. Answers may be scored by allowing one credit for each acceptable point that was covered. An alternate method is to read each answer and classify it as *excellent*, *good*, or *poor* (or A, B, C, D, or F). The papers in each classification should then be re-read to be sure that they represent similar levels of response.

Recall

Simple recall items are stated in the form of a direct question, requiring a single word or phrase as an answer. Completion items are in the form of a sentence in which a word or phrase has been omitted. Recall items have many advantages: (1) measuring retention of knowledge, (2) measuring application of certain types of knowledge, (3) adaptability to many subject areas, (4) wide sampling of the students' learnings, (5) demanding accuracy, and (6) ease of construction.

Here are examples of information for which recall items are suited.

I. COMPUTATION.

- a. estimating amount of yardage necessary for clothing or home furnishing
- b. equivalent measurements

Example 3

It is important to learn how to interpret a recipe. The biscuit recipe written below will serve *two* people. Enlarge the recipe to serve *six* people. Place the correct answer on the blank beside the item number.

Serves 2

- 1 c flour
- $\frac{1}{4}$ tsp salt
- 1 tsp baking powder
- 1 tbsp. shortening
- 4 tbsp milk

Serves 6

- 1 _____ c. flour
- 2 _____ tsp salt
- 3 _____ tbsp baking powder
- 4 _____ tbsp shortening
- 5 _____ c milk

2. IDENTIFICATION.

- a* who—person
- b* when—date, time, or sequence in a procedure
- c* where—location of equipment, place to carry out an activity
- d* what—proper equipment or name

Example

The weave that gives a diagonal line on the right side of the cloth is called _____.

3. ANALOGY.

- a* supply either the cause or the effect
- b* generalize or state a principle
- c* provide an example

Example

White is one neutral color, another is _____.

Recall items have certain limitations, particularly a tendency to over-emphasize verbal facility, memorization, and the association of facts. Where short, clear answers are satisfactory, recall items have a place. However, students may find that recall items are time consuming in their demand for an exact word. You may find subjectivity entering into the scoring process because of the variety of answers that might be possible and because certain answers will be only partially correct. Recall items are used extensively and are easy to construct, but they do not always measure complete understanding.

The following suggestions may help you to construct and use recall items effectively.

- 1 Require problem solving or the application of previous learning, not merely the retention of knowledge.
- 2 If possible, write statements where only one correct response could be used. If more than one response is correct, all acceptable responses should be indicated on the scoring key.

*Betty Bradlyn. "Evaluation Devices for Homemaking at the Junior High School Level." Unpublished report, University of California, Los Angeles, 1956.

3 Be specific in indicating the type of response desired. The item, "Rayon is a _____ fabric," does not indicate whether you are seeking an idea of its cost, fiber classification, physical properties, or some other factor.

4 Omit the *key word* rather than a trivial detail.

5 If more than one blank is included in a sentence, be sure that the meaning is clear and not lost in the mutilation of the sentence.

6 Avoid giving clues in the word preceding the blank ("a" or "an," "was" or "were").

7 When possible, have an omitted word at or near the end of the sentence.

8 Arrange the blanks in a column, usually at the right of the page, for ease in scoring.

9 Allow one credit for each blank. Avoid fractional credits and unequal weighting of items.

10 Minor misspellings are usually counted as correct answers unless the objective of the item is to measure spelling ability.

True false

Probably everyone is familiar with the true false item in its simplest form where a statement is given and the student reacts to its truth. Among their major advantages, true-false questions are easy to use. They are relatively easy to construct, familiar to the students, quick to answer, quick and objective in their scoring, and wide in their sampling of subject matter. They are useful in reviewing a previous lesson, promoting interest in a new topic, and introducing controversial points to stimulate discussion. Modified forms of true false items can be used to measure judgment, recall, and complete understanding of a topic. They are somewhat realistic in that persons in everyday life are confronted with situations in which they must judge the truth or falsity of a variety of statements.

The basic types of true false items include the following:

1 **SIMPLE TRUE-FALSE OR YES-NO** Some people favor the question with a yes or no response, thinking that the student will not pick up or retain as much misinformation as he might from reading false statements.

Examples

a. The return on savings in a savings and loan association generally is higher than the return on savings in a bank.

b. Is a month's income usually enough cash to keep in your checking account?

True	False
Yes	No

2. MODIFIED TRUE-FALSE. Modified true-false items require recall and therefore have advantages and limitations similar to those described above. Students may be directed to cross out the word that makes a statement false or to identify the word that makes a statement false and substitute a word to make it true

3. CLUSTER TRUE-FALSE. An incomplete statement is given or a situation is described and then several items must be considered as true or false in terms of the practical situation. These items enable one to measure complete understanding of a given field.

Example ⁴

Whole grain cereals are valuable in the diet of a one-year-old because they

- | | |
|-----------------------------------|----------------------------|
| 1 Provide energy | 1 <input type="checkbox"/> |
| 2 Are rich in Vitamin D | 2 <input type="checkbox"/> |
| 3 Aid in elimination | 3 <input type="checkbox"/> |
| 4 Help him learn to chew his food | 4 <input type="checkbox"/> |
| 5 Are relatively inexpensive | 5 <input type="checkbox"/> |

4. INCREASED NUMBER OF CHOICES. Instead of forcing a student to decide whether a statement is absolutely true or false, a wider range of choices is sometimes given so that a student may rate each statement as follows.

- T—Entirely True
 GT—Generally True
 GF—Generally False
 F—Absolutely False

The quality of true-false items is often inadequate for measuring achievement. Many items tend to stress insignificant bits of information. Once you have tried writing true-false items you will realize the difficulty of writing statements that are completely true or false without being obvious. When the subject matter is controversial, this difficulty increases. From their frequent exposure to true false questions, students have learned to detect irrelevant clues, such as grammatical construction or the choice of words. Questions having only two possible choices are conducive to guessing and therefore may not be as discriminating as other types of objective questions.

To overcome some of these objections, you might try the following suggestions when you write or select true false items

1. Restrict each statement to one central idea.
2. Make the point of the question clear. Avoid "trick" questions

⁴ State High School Tests for Indiana, *Child Development* Form A.

*Example **

Which of the following is *not* a suitable plaything for the three-year-old?

- a a small wheelbarrow
- b a soft ball
- c crayons and color book
- d scissors for cutting pictures

The reverse type of item may be combined with the multiple-response type. Respondents are directed to indicate the *best* answer and the *worst* answer for each question.

Multiple-choice items have many advantages: (1) versatility, (2) measuring the student's ability to recognize, which includes a wider range than what one can recall, (3) measuring the *identification of facts* such as definitions, the *understanding of principles* such as causes and effects or similarities and differences, and the *application of knowledge* such as an evaluation of what is best for a given purpose and why, the sequence in which to achieve a given purpose, and reasons in support of controversial subjects, (4) students' familiarity with them, (5) reducing opportunities for guessing, especially when four or five alternative choices are included, and (6) objective scoring.

In spite of their many advantages, multiple choice items are subject to certain limitations. They may stress the memorization of facts rather than application of knowledge. It is difficult to write several relevant, plausible decoys. Another difficulty is experienced in keeping more than one response from being correct when only one is intended. Multiple choice items are time consuming to prepare and, also, to give because of the reading time required and the necessity of making fine discriminations among the alternatives.

As you select or construct multiple choice items, you may find the following ideas helpful:

1. State the question first as a recall item and have the students write free responses. From their responses you can select relevant, plausible alternatives, and you will know how to word them in language that is familiar to the students. In this way you can gradually build a file of objective items for use with future classes.

2. An introductory statement should be complete and specific in defining the problem. Usually the stem, or introduction, is longer than the responses need to be.

3. The use of four or five alternatives reduces the possibility of obtaining correct answers by guessing. However, each alternative must

* Clara B. Army, *Minnesota Tests for Household Skills*. Child Care Chicago Science Research Associates, 1952, p. 3

seem plausible to someone who is not well informed, or the item is no better than a two or three choice item

4 A grammatically correct statement should be formed when each response is attached to the stem. Each response should follow a consistent style

5 List responses on separate lines, not in paragraph form

6 When figures or dates are used, arrange them in numerical order

7 Correct and incorrect responses should be similar in length

8 The position of the correct response should be scattered at random so as not to form a regular sequence

Matching

Students are given two or more lists of items from which they are to select pairs. The same list of responses must be applicable to several items contained in the *stimulus* list. Matching items may involve *perfect* matching, consisting of the same number of items in each list, with each response used only once. These items are not likely to be very discriminating because of the possibility that a student can obtain the correct answers to the last few items merely on the basis of what is left after eliminating the ones that he knows.

Imperfect matching, which helps to overcome this problem, is of two types: (1) A few responses are included that do not match any item in the stimulus list, or (2) Responses may be used more than once. The following is an example of imperfect matching.⁹

The kitchen in the average home needs a good deal of attention in order to keep it clean and orderly. Some of the cleaning jobs need to be done several times a day, some once a day, and others less often. In the answer column at the right of *each job* listed below, encircle the letter corresponding to the interval at which it should be done.

Interval of Time	Cleaning Jobs	
A Several times a day	1 Clean sink	1 A B C D
B Daily	2 Wash walls	2 A B C D
C Monthly	3 Wipe top of stove	3 A B C D
D Occasionally when needed	4 Wipe counter tops	4 A B C D
	5 Empty garbage can	5 A B C D
	6 Straighten and wipe out cupboards	6 A B C D

Compound matching, which involves the matching of items from the stimulus list with more than one response, is illustrated in the following problem.¹⁰

⁹ Clara B. Army et al., *Minnesota Tests for Household Skills: Cleaning*. Chicago: Science Research Associates, 1952, p. 1.

¹⁰ Clara B. Army, *Evaluation in Home Economics*. New York: Appleton-Century Crofts, 1953, pp. 138-139.

For each situation described below select the best type of finish for the placket opening. In the blank in the column labeled "Choice" write the letter corresponding to the most appropriate finish. In the blank labeled "Reason," write the letter corresponding to the reason why it is desirable.

Types of finishes for placket openings

- A Bias binding
- B Continuous bound placket
- C Fitted facing
- D Lap pocket

Reasons for choosing

- E Adapted for use of a zipper
- F Decorative
- G Flat
- H Produces a sailed effect

Choice

Reason

Situations

- | | | |
|---------|----------|--|
| _____ 1 | _____ 6 | Neckline slash in a voile blouse |
| _____ 2 | _____ 7 | Neckline slash in a wool crepe dress |
| _____ 3 | _____ 8 | Slash in the bottom of a full sleeve gathered into a cuff, in a dress of heavy silk faille |
| _____ 4 | _____ 9 | Placket in a dart in a tight fitting sleeve of rayon crepe. |
| _____ 5 | _____ 10 | Underarm seam in a wool gabardine dress which fits very snugly |

Listed below are some of the innumerable situations in home economics education which lend themselves to matching questions.

1. CAUSES AND EFFECTS
 - a causes of difficulties and the nature of sewing machine difficulties
 - b nutrients in which a diet is deficient and the body conditions that may be due to these deficiencies
2. EVENTS WITH DATES, PLACES, OR FREQUENCY Interval of time for various cleaning tasks
3. PERSONS AND THEIR CONTRIBUTIONS Family members and their privileges or responsibilities
4. PRINCIPLES AND SITUATIONS IN WHICH THEY APPLY
 - a color schemes and color combinations that illustrate them
 - b types of leavening and foods in which they are used
 - c nutrients and foods in which they are found
5. PROBLEMS AND THEIR SOLUTIONS
 - a pattern corrections for various fitting difficulties
 - b procedures to remove specific stains
 - c first aid needed for certain accidents or illnesses
 - d types of insurance suitable for various family situations
6. SYMBOLS, ABBREVIATIONS, OR PARTS WITH THEIR PROPER NAMES OR EQUIVALENTS.
 - a measurements and equivalent amounts
 - b abbreviations and what they represent

7. WORDS AND THEIR MEANINGS.

- a fibers or fabrics and their characteristics
- b names of finishes and the finishing processes
- c definitions and names of cooking processes

Matching questions are relatively easy to construct because of the variety of associations possible through such words as "who," "what," "when," "where," and "how." They can provide a wide sampling of students' information and understanding. Matching items minimize guessing (especially if lists of items are uneven), require little space on the test paper, are objective, and are easy to score.

Although many types of information can be covered in matching questions, they may tend to overemphasize the acquisition of facts and to be inadequate in measuring complete understanding or ability to apply knowledge. One of the major difficulties you may experience in writing matching items is in finding sufficient homogeneous items to make satisfactory lists. Phrases must be kept short and unintentional clues should not be given.

Among the aids that might help you prepare or judge matching questions are the following:

1 The basis for matching should be clear so the question measures the accuracy of matching rather than understanding of the basis for matching.

2 Restrict a stimulus list to five or ten items. If you wish to cover more than twelve items, use two separate questions.

3 Each column should contain only homogeneous material that is applicable to the items contained in the other list.

4 Include two or three extra responses, usually in the column that contains the shorter items, or permit the responses to be used more than once.

5 Items in the response column should be arranged in logical order, such as alphabetically or numerically.

6 Columns should be arranged close together for easy reference. When fairly long items are used in both lists, the response list may be placed above the stimulus list.

7 The entire question should be placed on the same page.

Application of knowledge

Knowledge that is truly understood may be applied in a variety of ways such as making comparisons, determining causes and effects, seeing relationships, forming conclusions, and solving new problems. The possession of certain knowledge or skill does not guarantee that an individual will be able to apply it in solving a problem. However,

a problem cannot be solved by a student who lacks the essential knowledge or skill

Problem solving situations may be drawn from such sources as newspapers, magazines, classroom experiences, or personal contacts. Whatever the source, the situation should be new to the students, yet, it should present a familiar kind of problem that requires them to think about what they have learned and how it applies in this new situation.

Ability to apply knowledge can be measured through simple objective items such as those illustrated earlier in this chapter. Some of the more complex types of items are shown here.

1. FORMING A CONCLUSION¹¹

"In the Harman household, the dinner hour provides the first opportunity of the day for the entire family to share each other's experiences. While the children were growing up, they enjoyed the chance to listen and be listened to. Having reached high school age, they are no longer willing to share in these discussions, showing resentment when their parents try to draw them out concerning their experiences at school and with their friends.

Do you consider it right of their parents to expect them to discuss their affairs this way? Encircle YES or NO to indicate your answer.

Directions: Below are listed both good and poor reasons for your answer. Select three which you think apply to your answer and rank them from best to poorest. Place the numeral 1 by the best, 2 by the second best, 3 by the poorest reason.

- _____ 1 You should realize that your parents are really interested in what you are doing and not just prying into your affairs
- _____ 2 If your parents are doing everything they can to make you happy at school and elsewhere, you should try to repay them by your actions
- _____ 3 You should go ahead and do what your parents expect of you even if you don't want to, rather than to hurt their feelings
- _____ 4 Parents are likely to make fun of your ideas and affairs so you hesitate to confide in them
- _____ 5 Sometimes you just feel like handling your affairs your own way and think you are entitled to your independence
- _____ 6 When you are of high school age your affairs are your own business

2. JUDGING THE DESIRABILITY OF VARIOUS CHOICES¹²

Read the menus on the opposite page carefully. The statements that follow concern these menus.

¹¹ Indiana Home Economics Association, *Evaluation in Home Economics*. Lafayette, Ind.: Purdue University, 1957, p. 33.

¹² Naomi M. Kunkel, *Home Economics Training and the Eating Habits of High School Boys and Girls*. Unpublished report, University of California, Los Angeles, 1957, pp. 82-83.

Breakfast
 Pear Sauce
 Poached Egg
 on Whole Wheat Toast
 Cocoa

Lunch
 Creamed Salmon on Toast
 Lettuce with Thousand Island
 Dressing
 Chocolate Cake
 Milk

Dinner
 Weiners
 Buttered Turnips
 Gelatin Salad
 Mince Pie
 Coffee
 Catsup
 Creamed Cabbage
 Mayonnaise

Below is a list of eleven suggested changes for the above day's menus. Analyze each suggested change. Consider each of the suggested changes as if it were the only change to be made in the menu. Mark T each suggested change which would improve the day's menu and F each suggestion which would not improve it. Place your T or F in the blank provided at the left of each line.

<i>Suggested Menu Changes</i>		<i>Reasons</i>	
_____ 1	Substitute chilled orange juice for pear sauce in the breakfast menu	1	_____
_____ 2	Substitute fresh fruit cup for chocolate cake in the lunch menu	2	_____
_____ 3	Substitute macaroni salad for lettuce with Thousand Island dressing in the lunch menu	3	_____
_____ 4	Use fried eggs and bacon instead of poached eggs	4	_____
_____ 5	Ice cream would be better than mince pie for the dinner dessert.	5	_____
_____ 6	Have buttered peas instead of buttered turnips in the dinner menu	6	_____
_____ 7	Have milk instead of coffee for the dinner beverage	7	_____
_____ 8	Have au gratin potatoes instead of creamed cabbage for the dinner	8	_____
_____ 9	Substitute breaded veal cutlets for weiners in the dinner menu	9	_____
_____ 10	Substitute cocoa for milk for lunch	10	_____
_____ 11	Substitute fresh sliced tomatoes for gelatin salad for dinner	11	_____

Criteria for Judging the Adequacy of Menus

Below are listed criteria for judging adequacy of menus. They should suggest to you reasons why the menu changes above would or would not improve the day's menu. Read the suggested menu changes over again. In the blank at the right of each menu change under the column "Reasons" write the letter of the criterion that suggests your reason for considering the menu change good or bad. You will have more than one reason for some changes.

- A. Supply at least one excellent source of vitamin C in the three meals of the day.
- B. Include an adequate amount of calcium each day.
- C. There should be one source of excellent quality protein in each meal.
- D. Include pleasing combinations of acid, bland, and sweet foods.
- E. Plan for a contrast in texture in each meal—some crisp, some soft, some solid, and some liquid.
- F. Serve the same food only once in each meal.
- G. Plan colorful meals in which the colors harmonize.
- H. Serve no more than one highly seasoned or strong flavored food each meal.
- I. Simple, easily digested foods are to be preferred to foods more difficult to digest.
- J. Avoid an abundance of starchy foods in any one menu.

3. SOLVING A NEW PROBLEM.¹³

Jim, a handsome young man of 22, is a newcomer in town. He met Eleanor, a 17-year-old high school girl, at a dance. They were strongly attracted to each other. Three months after they met they became engaged. How long do you think Eleanor and Jim should remain engaged before they marry?

Directions Select the best length for the engagement period and record your answer by marking an X in the blank at the right.

- | | |
|--|----------|
| A. Marry within one month | A. _____ |
| B. Remain engaged for at least six months. | B. _____ |
| C. Be engaged for a year or more. | C. _____ |

Below are reasons to support your choice. Mark an X in the blank at the right by the reason that explains your choice

- | | |
|--|----------|
| D. The longer the engagement period the better the chances are for happiness in marriage. | D. _____ |
| E. Two people can find out whether or not they are suited for each other in about six months | E. _____ |
| F. The longer you wait the more problems will arise. | F. _____ |
| G. They need to allow only enough time to make the necessary arrangements for the wedding | G. _____ |

¹³Olivia L. Barker Henry. "The Construction of Objective Test Items for Evaluating Student Achievement in Social and Family Relationships at the Secondary Level." Unpublished report, University of California, Los Angeles, 1955, p. 81.

Complex items such as these present problems of scoring. Does a student deserve credit for making the best choice if he does not check the proper reasons for his choice? Should he receive credit for reasons that are consistent with his choice, when his choice is not the best answer? You may find it possible to weigh the choices so the best answer receives the most credit, the next best answer receives some credit, and the poorest answer receives no credit. Perhaps you can set up a key to indicate which reasons should be given by students who check each of the possible choices. Then, a student who may not have checked the best answer can still receive partial credit for giving reasons that are consistent with his choice.

The use of pictures can be particularly effective in test items that require students to apply their learnings. Real photographs, diagrams, or small sketches help to simulate a natural situation better than words alone can do. Good pictorial items may convey their intent better than verbal items. They may reduce the number of words needed and thereby require less reading time. One of their major contributions is the interest they add to a testing situation.

Pictorial items are not always used to the best advantage. Remember that reproduced pictures must retain all the fine details of the originals (of course, the originals must be of high quality to be satisfactorily copied). As you select test items, keep in mind that (1) using a picture may or may not improve an item, and (2) some important subject matter simply cannot be pictorially represented.

Among the pictorial items that have been used are the following: (1) sketches of necklines to be matched with verbal descriptions of face shapes, (2) pattern layouts with questions pertaining to the effects of various pieces, (3) table-setting diagrams with questions pertaining to correct location of pieces, (4) various styles of cleaning brushes and the cleaning processes for which they would be most suitable, and (5) floor plans and the effects various changes would have on improving the plans.

Evaluating Behavior and Performance

Even though the utmost care has been exercised in preparing and selecting test items to measure students' knowledge and understanding, these tests may not enable one to predict with great accuracy what a student would do in a real life situation. Behavior is complex, involving the interactions of motives, emotional balance, social acceptance, and health with the students' mental abilities. If you are to evaluate progress toward all of the goals that are important in home

economics education, you will need to go beyond the administration of paper and pencil tests, and develop methods of observing actual behavior. Evaluating observed behavior has two aspects, the performance itself, and the end result.

Performance test

Performance testing involves a careful, systematic observation of progress in a controlled situation. If speed is a factor, the time devoted to the performance is recorded. The quality or accuracy of work is observed throughout the process, as well as at the conclusion of the test. Methods of performing the task are observed, including such aspects as the equipment used and the safety precautions exercised. The student's confidence and self assurance can be noted. Further, a group situation may give insight into the students' ability to cooperate with each other.

Since people tend to see only what they are looking for, a teacher may overlook important behavior unless her plan for observation includes a clear description of what to observe. Performance tests present difficulties because they are time consuming and a teacher can observe only a few individuals or groups at a time. Subjective factors may enter into the ratings; previous impressions may have a "halo effect," causing a teacher to look for evidence to support her earlier judgments. A student may be handicapped in performance tests because he does not work well under pressure.

The Performance Test on Family Meals is merely illustrative of the great variety of situations in home economics education where a teacher might set up a real situation to test the students' progress and to diagnose their difficulties.

Performance Test on Family Meals¹⁴

Objective Ability to plan, prepare and serve well balanced meals to the family with efficient use of time and within a limited cost allowance.

Suggestions for use May be used as a pre test and/or as an achievement test at end of the unit.

Directions From the foods on the supply table (or in unit kitchen) prepare a low cost lunch. Two girls prepare for four.

Foods on table might include

¹⁴ Indiana Home Economics Association. *Evaluation in Home Economics*. Lafayette, Ind.: Purdue University, 1957, p. 26.

Potatoes	Can of green beans	Whole wheat bread	American cheese
Lettuce	Can of pineapple	White bread	Instant pudding
Carrots	Can of peaches	Cottage cheese	Soda crackers
Cabbage	Can of tomatoes	Peanut butter	Macaroni
Eggs	Can of tuna fish	Butter	Noodles
Milk	Can of milk	Mayonnaise	Tea bags

Give the other two girls a score card for the meal or give one a score card and ask the other to keep a record of unnecessary steps and motions. Summarize in the space below. Score as follows: 3 = Excellent, 2 = Good, 1 = Fair.

Score Card for Family Meal	Score	Steps and Motions Record of Unnecessary
1 Interesting and tasty menu		
2 Suitable for season of year		
3 Suitable for group		
4 Nutritionally good		
5 Both hot and cold foods		
6 Table properly set		
7 Prepared in time allotted		
8 Attractively served		
9 Food correctly served		
10 Pleasing contrast of textures		
11 Correct amount prepared		
12 Good work habits used		
Possible score is 36		
Score		
Pupil		

In addition to the items listed above, the cost factor was stated as an objective and evidence should be collected with regard to it.

The *Minnesota Check List for Food Preparation and Serving*, shown in Table 12, not only suggests the points for a teacher to observe during a performance test but also describes three levels of achievement. If a student's performance most nearly corresponds to the excellent description, he would receive a rating of 5, if he is approximately average, his rating would be 3, if he does poor work, his rating would be 1, and if his performance falls somewhere between the levels that are described, he would receive a rating of 2 or 4.

TABLE 12
MINNESOTA CHECK LIST FOR FOOD PREPARATION AND SERVING *
 University of Minnesota—Division of Home Economics
 (Revised Edition)

Devised under the Direction of CLARA M. BROWN by the Faculty and Graduate Students of the Division of Home Economics

Rating of	Rated by					Date		Score	
	1	2	3	4	5				
1 GROOMING	Untidy hands or nails dirty dress soiled or inappropriate apron hair in disorder and un- confined.	Reasonably well groomed, dress suitable, apron soiled or wrin- kled, hair neat but not held in place						Immaculately clean dress and apron fresh unwrinkled and ap- propriate, hair held in place by band or covering	1)
2 NEATNESS OF WORKING SPACE	No space to work food spilled table cluttered with dishes and utensils which are not put to soak or washed.	Not very orderly but working space made available when need- ed dishes and utensils fairly well cared for as used						Working space always available, clean and orderly, minimum number of dishes used, dishes and utensils properly cared for	2)
3 EFFICIENCY IN USE OF TIME AND EFFORT	Few if any food supplies in desk, no plan for work or poor sequence, wrong equipment or utensils used work not finished on time.	A few food supplies in individual desks, plans sketchy unrecor- dered steps taken or too many utensils used, is rushed at end of period.						Staple supplies in desks, work schedule shows division of labor, suitable equipment used efficient methods (such as use of utility tray), work finished on time.	3)
4 USE OF FUEL AND SUPPLIES	Burners or oven improperly reg- ulated oven door opened often, food burned spilled or thrown away	Burners on too long or too high, little food spilled or burned, sup- plies handled carefully						Burners and oven well regu- lated, no food spilled or burned, amounts prepared suitable for situation	4)
5 ABILITY TO FOLLOW DIRECTIONS	Directions not followed, many questions asked or many mis- takes made	Directions followed if explicit and stressed, few mistakes made						Directions followed carefully and without supervision, no mistakes made	5)
6 SKILL IN WORKING	Awkward and slow or noisy	Skilled except in difficult oper- ations						Expert even in difficult opera- tions	6)

7) 7 SANITARY HABITS	Hands not washed before work is begun wiped on apron fingers dipped in food or soiled spoon used in tasting	Hands washed before starting to work wiped on towel pans greased with fingers spoon rinsed between tastings	Hands washed frequently dried on towel fingers do not touch food clean spoon used for tasting
8) 8. SAFETY HABITS	Apron or towel used for pot holder gas turned on before match is lighted cutting tools handled carelessly	Pot holder not always used slight explosion when oven is lighted cutting tools handled awkwardly	Appropriate holder used when needed burner turned on after lighting match cutting tools used properly
9) 9 CARE OF SUPPLIES AND EQUIPMENT AFTER USE	No system things not washed clean handled carelessly mis placed or not put away	Counter stove sink and table clean and in reasonable order towels not clean and hung care lessly	All equipment and utensils clean shining and returned to proper places towels clean and hung straight
10) 10 SETTING OF TABLE	Wrong dishes silver or table cover used or arranged incorrectly table looks crowded	Dishes silver and table cover suitable and arranged correctly, centerpiece lacking or inappropriate	Dishes silver table cover suitable and correctly arranged decorations attractive
11) 11 SERVING	Award or many mistakes made unsuitable amounts served food is messy	Few mistakes made correct amounts served food is arranged neatly	Serving correct and done with ease proper amounts served food is arranged attractively
12) 12. TABLE MANNERS	Silver handled awkwardly objectionable habits of eating apron worn to table	Occasional error in handling silver eating is quiet and unobtrusive	Silver handled expertly good table manners shown in all respects
13) 13 POISE	Ill at ease or nervous little attempt at conversation.	Reasonably self possessed except when things go wrong, conversation seldom lapses	At ease self possessed gracious conversation interesting
(To find score divide by number of points checked.)			Total
			Score

Whether you devise your own performance tests or adapt ideas that others have used you may wish to apply the following suggestions

- 1 Select a situation in which fundamental operations can be observed
- 2 Keep the cost as low as possible
- 3 Restrict the test to one class period In a foods class the students may be told the day before the general meal pattern that is to be followed
- 4 Directions for taking the test should be specific giving a detailed description of the work that is to be performed
- 5 A check list should be provided so the observer will have a clear picture of what to look for The observer may be the teacher, another student or both the teacher and a student.
- 6 Observations should be recorded immediately
- 7 Results of observations should be used in helping students to strengthen aspects of their performance and also in evaluating the effectiveness of teaching

Performance tests in the formal sense are of limited usefulness as compared with the daily opportunities for evaluating student behavior Good teaching cannot be separated from evaluation Students who are given opportunity to develop their own plans under guidance and to evaluate themselves from time to time gain immeasurably Two of the instruments that were developed by Webber to stress student self evaluation are given as examples of the relationship between good teaching and evaluation



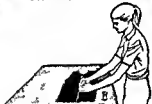


1 THE STORY OF MY BLOUSE BEAUTIFUL¹⁵





As you complete the steps below
The story of your blouse unfolds
If each step with care is tried,
You will wear your blouse with pride!

Directions for using diagram (pp 315-316)

- a Have the teacher check the blank to the left of the step number when the process is completed.
- b Grade yourself on *Industry* (How hard did I work?) and *Workmanship* (How well did I do the step?) according to the scale
 - 1 Best I have seen
 - 2 Well done
 - 3 Satisfactory but could be improved
- c In the *Problems* column describe the problems you encountered.
- d In the last column describe what you learned from each step

¹⁵ Vienne L. Webber *Self evaluation Devices for B7 Clothing* Unpublished Paper University of California, Los Angeles 1957 pp 36-39

Steps I need to take	Industry	Workmanship	My problems were	I learned
<p>1. to fit pattern.</p> 				
<p>2. to lay out and pin pattern.</p> 				
<p>3. to cut out, staystitch, pin, and stitch darts; press, pin side seams.</p> 				
<p>4. to fit blouse.</p> 				
<p>5. to stitch seams.</p> 				






<p>___ 6. to finish neck opening; pin, baste, and stitch.</p> 					
<p>___ 7. to complete sleeve; pin, baste, and stitch.</p> 					
<p>___ 8. to complete lower edge of blouse.</p> 					
<p>___ 9. to attach fastenings; final pressing.</p> 					
<p>___ 10. to have a Blouse Beautiful</p> <div data-bbox="404 1268 647 1540" data-label="Image"> </div> <div data-bbox="683 1276 923 1500" data-label="Text"> <p>Pattern number: _____</p> <p>Costs</p> <p>pattern price: _____</p> <p>thread: _____</p> <p>findings: _____</p> <p>total cost: _____</p> </div> <div data-bbox="139 1436 326 1476" data-label="Text"> <p>Seatch Satch</p> </div>					

2. AM I DOING AS I SHOULD? ¹⁸

Directions: After reading the question, decide first whether you *usually* do each item. Write *yes* or *no* in the first blank. Next decide whether you *should* do the procedure. Write *yes* or *no* in the second blank. The questions are to help you evaluate your knowledge and work habits. You will not be graded.

- | Do I: | Should I: | |
|-----------|-----------|---|
| 1. _____ | 1. _____ | A. Plan my time well? |
| 2. _____ | 2. _____ | 1. have to be reminded to start sewing when the period begins? |
| 3. _____ | 3. _____ | 2. dash up to the sewing locker and put my box away ahead of other girls already in line? |
| 4. _____ | 4. _____ | 3. plan my work so that I do as much sewing as possible with one trip to the sewing machine? |
| 5. _____ | 5. _____ | 4. plan to do as much pressing as possible with one trip to the iron? |
| | | 5. have to be reminded to put my work away at the last minute? |
| | | B. Have my sewing supplies neat? |
| 6. _____ | 6. _____ | 6. have my sewing box in the room each day? |
| 7. _____ | 7. _____ | 7. have all my sewing materials in my box? |
| 8. _____ | 8. _____ | 8. have my sewing box reasonably neat and in order? |
| 9. _____ | 9. _____ | 9. use only my portion of the table for my sewing supplies? |
| | | C. Cooperate with others? |
| 10. _____ | 10. _____ | 10. visit with my neighbor so that neither of us accomplished what we should during the period? |
| 11. _____ | 11. _____ | 11. borrow supplies from my neighbor? |
| 12. _____ | 12. _____ | 12. assist another girl willingly when the teacher asks me? |
| 13. _____ | 13. _____ | 13. spend more time at the machine than is necessary? |
| 14. _____ | 14. _____ | 14. leave the machine neat, even if this means in better order than when I found it? |
| | | D. Have good posture? |
| 15. _____ | 15. _____ | 15. bend over my work to see it better? |
| 16. _____ | 16. _____ | 16. rest my feet on the leg braces of my chair when I am sewing? |
| 17. _____ | 17. _____ | 17. hold my work very close to my face when I do hand sewing? |

¹⁸ *Ibid*, pp. 41-42.

<p>6. to finish neck opening; p n, baste, and stitch.</p> 				
<p>7. to complete sleeve p n, baste and stitch.</p> 				
<p>8. to complete lower edge of blouse</p> 				
<p>9. to attach fastenings; final pressing.</p> 				
<p>10. to have a Blouse Beautiful</p> <div data-bbox="174 1442 228 1474">Sketch</div> <div data-bbox="301 1442 356 1474">Sketch</div> <div data-bbox="439 1272 687 1554">  </div> <div data-bbox="718 1283 951 1506"> <p>Pattern number _____</p> <p>Costs</p> <p>pattern price: _____</p> <p>thread: _____</p> <p>Findings: _____</p> <p>total cost: _____</p> </div>				

2. AM I DOING AS I SHOULD? ¹⁰

Directions After reading the question decide first whether you *usually* do each item Write *yes* or *no* in the first blank. Next decide whether you *should do* the procedure Write *yes* or *no* in the second blank The questions are to help you evaluate your knowledge and work habits You will not be graded

Do I:	Should I	
1 _____	1 _____	A Plan my time well?
2 _____	2 _____	1 have to be reminded to start sewing when the period begins?
3 _____	3 _____	2 dash up to the sewing locker and put my box away ahead of other girls already in line?
4 _____	4 _____	3 plan my work so that I do as much sewing as possible with one trip to the sewing machine?
5 _____	5 _____	4 plan to do as much pressing as possible with one trip to the iron?
		5 have to be reminded to put my work away at the last minute?
		B Have my sewing supplies neat?
6 _____	6 _____	6 have my sewing box in the room each day?
7 _____	7 _____	7 have all my sewing materials in my box?
8 _____	8 _____	8 have my sewing box reasonably neat and in order?
9 _____	9 _____	9 use only my portion of the table for my sewing supplies?
		C Cooperate with others?
10 _____	10 _____	10 visit with my neighbor so that neither of us accomplished what we should during the period?
11 _____	11 _____	11 borrow supplies from my neighbor?
12 _____	12 _____	12 assist another girl willingly when the teacher asks me?
13 _____	13 _____	13 spend more time at the machine than is necessary?
14 _____	14 _____	14 leave the machine neat even if this means in better order than when I found it?
		D Have good posture?
15 _____	15 _____	15 bend over my work to see it better?
16 _____	16 _____	16 rest my feet on the leg braces of my chair when I am sewing?
17 _____	17 _____	17 hold my work very close to my face when I do hand sewing?

Do I:	Should I:	E Use my equipment properly?
16 _____	18 _____	18. take my spool and bobbin to my table after finishing at the machine and keep them in a girl friend's box?
19 _____	19 _____	19. keep my fingers several inches from the presser foot when sewing at the machine?
20 _____	20 _____	20. unplug the iron after using it?
21 _____	21 _____	21. leave the soleplate down on the ironing board after finishing with the iron?
22 _____	22 _____	22. wear my thumb only when the teacher reminds me?
23 _____	23 _____	23. wear my thumb for machine sewing?
24 _____	24 _____	24. wear my thumb for all hand sewing?
25 _____	25 _____	25. carry my scissors with the points toward other people?
26 _____	26 _____	26. place my first two fingers in the larger handle opening when cutting with scissors?
27 _____	27 _____	27. hold the fabric up in my hand when I cut it?

Object tests

Actually there is much overlapping between the evaluation of performance and the product that results from the performance. Although both aspects are important a home economics teacher should be concerned first with what happens to the students and to a lesser extent with the excellence of the product. Overemphasis of perfection in making a skirt can cause a girl to dislike sewing to the extent that she will never attempt to make anything beyond the projects required in her home economics class. Certainly standards of a finished product are important but they can receive undue emphasis and prevent other significant goals from being accomplished.

Using real objects may increase the validity of a test and reduce the possibility of bluffing. Object tests have merit not only in measuring students' achievement but also for diagnostic and motivational purposes. The following examples of score sheets from various areas of home economics education illustrate the need for being specific in identifying the major characteristics and determining how to rate their fulfillment.

1. HORNBY SCORE SHEET FOR BISHOP-METHOD SKIRT.¹⁷

Directions: Score each item, rating 10, 20, or 30 depending upon whether the quality corresponds to the description in the left hand column, or the right hand column, or falls between the two. Record score in the space provided for it. Total your scores. Analyze your next steps.

Item and Description		Score (in points)
Fabric		
1. Flimsy, loosely woven, harsh excess sizing.	Durable, closely woven, soft, free from excess sizing.	1. _____
2. Difficult to keep clean.	Easy to keep clean	2. _____
3. Harsh, gaudy color, unsuitable	Gay, yet less intense, suitable for skirt.	3. _____
4. Poor design, up and down, nap.	Good or suitable design—no up and down—no nap.	4. _____
Style and Design		
5. Restricts action.	Allows for action and growth.	5. _____
6. Overtrimmed, trimmings unsuitable to fabric, do not relate to garment lines.	Simple in design; trimmings suitable to fabric, follow lines of garment.	6. _____
7. Waistband too wide, too narrow, for design and figure.	Waistband adapted to design and figure	7. _____
8. Placket, zipper, or fastening difficult to operate, buttons too small or too large.	Placket, zipper, or fastening easy to operate; buttons smooth, flat.	8. _____
Construction:		
<i>Machine-stitching</i>		
9 Evidence of uneven tension.	Tension even, stitches smooth	9. _____
<i>Staylines</i>		
10 Evidence of no staylines or stitches against grainline and/or visible.	Evidence that staylines at waistband and placket even and close to seam line	10. _____

¹⁷ Adapted from Agnes Hornby O'Neill, *Hornby Score Sheet for Bishop-Method Skirt* Agnes Hornby, Framingham State Teachers College, Framingham, Mass., 1952.

HORNBY SCORE SHEET, continued

Item and Description		Score (in points)
Construction (continued)		
<i>Seams</i>		
11	Seams less than $\frac{1}{2}$ ", uneven stitching (less than 10 or more than 16 per inch)	Seams $\frac{1}{2}$ ", consistently even stitching (10 to 16 per inch)
		11 _____
12	Seams not finished, finish unsuitable for fabric	Seams finished, suitable for fabric
		12. _____
<i>Hem width</i>		
13	Too wide or too narrow for fabric or style	Hem width well adapted for skirt
		13 _____
14	Clean finish, too narrow or too wide, seam binding too close or too far from edge, stitched unevenly	Even stitches $\frac{1}{4}$ " from edge, seam binding not less than $\frac{1}{4}$ " over raw edge; stitched close to selvedge
		14 _____
<i>Completed hem</i>		
15	Unevenly pleated fullness, uneven stitches showing on right side	Fullness evenly arranged, stitches even, barely visible on right side
		15 _____
<i>Placket</i>		
16	Irregular stitching, uneven or stretched overlap, zipper showing facing bulky, zipper tab more or less than $\frac{1}{4}$ " from band	Regular stitching, even overlap, neat, well covered, smooth, zipper tab $\frac{1}{4}$ " from band
		16 _____
<i>Fasteners</i>		
17	Fasteners insecurely or improperly attached (a) buttons sewed on without shank, poorly spaced, (b) hooks and eyes loosely sewed, poorly spaced, (c) snaps obvious from right side, unevenly attached, insecure	Fasteners functionally placed, evenly and securely attached, not visible from right side
		17 _____

HORNBY SCORE SHEET, *continued*

Item and Description		Score (in points)
Construction (<i>continued</i>)		
<i>Buttonholes</i>		
18	Improperly and poorly made (a) worked stitches uneven, lack neatness, (b) machine-made stitches large, far apart, fuzzy	Properly and well made (a) worked-out stitches even, neat on both sides, (b) machine made stitches small, close together, no raveling
19	Length of buttonhole too short or too long	Correct length
<i>Waistband</i>		
20	Final stitching not on seam line of waistline, shows unevenly on right side	Final stitching (right or wrong side) on seam of waistline, shows evenly on right side
<i>Final finish</i>		
21	Loose threads or loop ends too short or not tied or fastened	No loops or threads visible, threads fastened securely
<i>General</i>		
22	Lacks pressing, untidy, shows effect of ripping, restitching or folding wrinkles	Clean, carefully pressed, clear lines of construction
Total Number Items Scored		$\frac{10}{10} + \frac{20}{20} + \frac{30}{30} = \frac{22}{All}$

2. MUFFINS (PLAIN).¹⁸

	1	2	3	Score
Appearance	1 Not symmetrical	Symmetrical		1
	2 Peaked or knobbed top	Definitely rounded top		2
	3 Smooth surface	Pebbled surface		3
Color (Exterior)	4 Dark brown, pale or uneven	Golden brown		4
	(Interior) 5 Yellow spots or evidence of unmixed flour	Creamy white		5

¹⁸ Minnesota Food Score Cards (rev ed) Princeton, NJ Educational Testing Service, 1946

MUFFINS (PLAIN), continued

	1	2	3	Score
Moisture				
Content	6	Dry or soggy	Slightly moist	6 _____
Texture	7	Large holes or tunnels or very compact	Medium size fairly uniform holes	7 _____
Lightness	8	Heavy	Light	8 _____
Tenderness of Crust	9	Hard or tough	Tender	9 _____
Taste and Flavor	10	Flat or unpleasant flavor of certain ingredients	Pleasing flavor	10 _____

3 ABILITY TO PLAN AND ARRANGE AN ATTRACTIVE CENTERPIECE¹⁹

Directions Arrange a centerpiece for a particular occasion Judge the arrangement according to the questions below Suggest improvements for the arrangement

- 1 Did the colors in the centerpiece blend well with each other?
- 2 Did the colors in the centerpiece blend well with the table setting?
- 3 Was the size in proportion to the size of the table?
- 4 Was it possible to see over and around it easily?
- 5 Was the centerpiece suitable for the season of the year?
- 6 Was the centerpiece suitable for the type of meal?
- 7 Was the centerpiece arranged attractively?
- 8 Was the centerpiece inexpensive?
- 9 Did the color and shape of container harmonize with the contents?

Suggestions for making this centerpiece better

A series of objects may be set up and identified by number Each student is assigned a given station as a starting point and then a signal is given for the students to advance to the next station A student should not be permitted to return to any station Of course, the stations must be planned so that the amount of time required is approximately the same at each station The students are given a set of directions and a prepared answer sheet A sketch showing the order in which the stations are arranged might be necessary One or two sample situations may be provided as illustrations The test should be administered in such a way as to prevent cheating and interference with other students The "Tableau" test (page 323) illustrates this type of object test²⁰

¹⁹ Indiana Home Economics Association *Evaluation in Home Economics* Lafayette, Ind. Purdue University 1957 p 30

²⁰ Anonymous *Clothing Unit Apron as a Part of Costume* Syracuse University Unpublished report.

Each of the six tableaux is set up in a suitable location in the homemaking room. Each girl is given a sheet of paper and under the space marked Tableau No. 1 she is asked to list anything that she observes to be incorrect in that particular tableau, and so on for each of the tableaux numbered 2, 3, 4, 5, and 6. The six tableaux will be arranged in the following order:

Tableau No. 1**Subject** The Sewing Machine

- | | |
|-------------------------------------|---|
| 1 Presser foot resting on feed dogs | 3 Pins scattered over machine |
| 2 Thread take up lowered | 4 Shears with blades pointed toward sewer |

Tableau No. 2**Subject** Material and Pattern

- | | |
|------------------------------|---------------------------------|
| 1 Fold of material uneven | 3 Too many pins used on pattern |
| 2 Pattern not placed on fold | 4 Ends of material cut |

Tableau No. 3**Subject** Ironing Board and Iron

- | | |
|---------------------|------------------------------|
| 1 Cord hanging down | 3 Soiled shoe |
| 2 Flat iron down | 4 Soiled ironing board cover |

Tableau No. 4**Subject** Construction of Apron

- | | |
|-------------------------------|----------------------------------|
| 1 Stayline in wrong place | 3 Curve hem too wide |
| 2 Loops pinned on incorrectly | 4 Straps not stitched across end |

Tableau No. 5**Subject** Finished Apron

- | | |
|------------------------|------------------------------|
| 1 Apron poorly pressed | 3 Pocket improperly stitched |
| 2 Loose threads | 4 Hem uneven |

Tableau No. 6**Subject** Folding and Wrapping Apron

- | | |
|--------------------------------|----------------------------|
| 1 Apron folded down center | 3 Cord too heavy for paper |
| 2 Paper for wrapping too small | 4 Cord insecurely tied |

TABLEAUX SHOWING TECHNIQUES IN MAKING AN APRON

Directions Shh! Not a word. Open your eyes wide. In the Homemaking room are some tableaux. Each illustrates some problems in apron construction. Look closely at each scene. How do you feel about what you see?

In Column I, a not so good way, write anything which you believe is in correct.

In Column II, write why you believe this is true.

In Column III, write your better way to do this.

TABLEAU I THE SEWING MACHINE

No	A not so-good way	Why?	A better way
1			
2			
3			
4			

TABLEAU 2 MATERIAL AND PATTERN

1		
etc		

Evaluating Appreciations, Attitudes, Interests, and Values

Students' achievement can be quite easily measured through the use of written tests, and teachers feel secure in basing their appraisals on the objective type of information that students supply on such tests. Furthermore, teachers usually find that they can give satisfactory ratings to the products that students prepare, and perhaps even to the performance of the students in prescribed situations. Nevertheless, even the most experienced teachers continually seek guidance to help them improve their evaluations of achievement and performance and to help them gain insight into ways of measuring the more intangible objectives dealing with students' appreciations, attitudes, interests, and values.

Appreciations

Appreciations have been defined in various ways but basically they are concerned with feelings of satisfaction that one obtains from a perception of the worth of an object or experience. In home economics education, students learn to appreciate food, clothing, homes, home furnishings, and many other aspects of the man-made environment. In addition, they gain appreciation of the natural environment as they study such topics as flower arrangement, foods, textiles, and color harmony. Growth in appreciation of children, siblings, parents, and friends is a major objective of home economics education. And finally, students learn to appreciate the process of performing the arts and skills of homemaking.

Appreciation is a highly personal matter. Students may not be willing or able to communicate this effectively to others. Teachers cannot establish precise standards for the students to strive toward.

Indirect methods usually are most suitable for a teacher to use in evaluating the appreciations of her students. These may be of three types:

1. ASKING THE STUDENTS WHAT THEY APPRECIATE.

- a check list or questionnaire for students to tell what they like
- b discussion on how students spend their leisure time

2 PROVIDING OPPORTUNITIES FOR STUDENTS TO JUDGE QUALITIES

- a* visit a museum
- b* visit a home
- c* judge pictures of rooms for such aspects as color harmony and furniture design
- d* choose appropriate accessories to wear on various occasions
- e* select table ware for certain settings

3 OBSERVING ACTIVITIES IN SITUATIONS WHERE APPRECIATIONS MIGHT BE REFLECTED IN STUDENT BEHAVIOR

- a* curiosity a student shows about his environment or studies
- b* books and magazines a student reads
- c* creative efforts of students where they can apply ideas from what they have read or observed

These suggestions will provide indications of where your students are in appreciation. You can help them make judgments about their levels of satisfaction in these areas.

Attitudes

Behavior gives some indication of a person's attitudes, but a teacher cannot be satisfied with this outward manifestation for two reasons. (1) A student may act contrary to his professed attitudes when he feels pressures from his social group. (2) A student may behave in a manner inconsistent with his expressed attitudes without realizing that he is inconsistent. Attitudes might be defined as a state of readiness to react toward individuals, situations, or objects. The manner in which one acts may be influenced by social pressures, specific characteristics of the particular situation, moral standards, emotions, or other complex elements. Attitudes may change as a person grows older, as he acquires knowledge, or as his environment changes.

When selecting or constructing attitude scales, a teacher should remember that attitude scores are not valid for grading purposes. Statements should be applicable for the cultural group in which they are used and they should be debatable. Persons with differing views should respond differently. Statements that are poorly phrased, that contain unfamiliar words, or that are subject to more than one interpretation will not differentiate satisfactorily between persons with opposing views. The most desirable choice should vary in position—part of the time it might be a statement with which the students should agree while part of the time it should be one with which they should disagree.

Several methods of measuring attitudes might be useful in home economics education. A few of the common approaches are illustrated.

1. METHOD OF EQUAL-APPEARING INTERVALS. Herrington developed a series of five attitude scales on family living using the Thurstone method of equal appearing intervals. Hundreds of statements expressing various beliefs regarding personal, family, and community relations were written by teachers. Selected items were submitted to forty-five judges who placed each statement in one of eleven piles, ranging from the most favorable to the least favorable attitudes toward family and community living. If the judges varied considerably in their ratings, an item was discarded as ambiguous. The median of the judges' ratings became the scale value of an item. Items illustrating the various scale positions from Herrington's *Standards of Home Life* include:²¹

10.4	1	Jealousy among family members is stimulating
9.0	4	A child should always obey his parents without question
7.6	20	A young child should always obey older members of the family
6.0	16	Older people in the family are too free with their advice to the younger members
5.0	41	A family which is self supporting, law abiding, and friendly with neighbors, is a united family
3.8	46	Every mother should stay home and take care of her own children
2.4	51	Brother and sister quarrels are to be expected sometimes, but should not be too frequent or too prolonged
1.0	21	Children should be made to feel that they are a part of the family group by having certain home responsibilities

In responding to this type of scale, a student checks only the items with which he agrees. If the instrument is valid and the individual's beliefs are consistent, his responses will represent items of similar scale values. If an individual's responses are scattered over several scale positions, his attitudes probably are not well crystallized or the attitude scale is not functioning well for him.

2. RATING SCALE.

- One type of rating scale presents a group of statements and the student indicates the extent to which they agree or disagree with each item.

²¹ Even Herrington, *Standards for Home Life: An Attitude Scale*. Syracuse University Press, 1948. (See also Carolyn R. Wicker, *A Study of the Attitudes of Three Groups of Married Couples*. Unpublished Master's thesis, Syracuse University, 1956.)

*Example Attitudes Toward Personal and Family Living*²²

Directions We are attempting to find out how you feel about your self, your family, and your friends. Your answers will be treated with the strictest confidence so please feel free to give honest replies. You are to indicate the extent to which you agree with each statement. Read each statement and decide how you feel about it. Then mark your answer on the space provided on your answer sheet.

	1	2	3	4	5
If you <i>strongly agree</i> , blacken the space under 1	<input type="checkbox"/>				
If you <i>agree</i> , blacken the space under 2.		<input type="checkbox"/>			
If you are <i>undecided or uncertain</i> , blacken the space under 3			<input type="checkbox"/>		
If you <i>disagree</i> , blacken the space under 4				<input type="checkbox"/>	
If you <i>strongly disagree</i> , blacken the space under 5					<input type="checkbox"/>

Examples of Statements

- 1 Children should be paid for work they do around the house
- 2 A devoted mother has no time for her social life

b Remmers and Stedman simplified this approach in their attitude inventory, *Bringing Up Children*. Their directions were as follows:²³

On the back of this booklet you will find 45 statements that describe different things children do and different ways of handling children. Read each statement very carefully to decide whether you agree or disagree with it.

If you agree with the statement mark an X in the box under YES.

If you do NOT agree with the statement mark an X in the box under NO.

Try to mark either YES or NO for each statement.

If you really don't know whether you agree or disagree mark an X in the box under the question mark.

- 1 A child should be given an opportunity to assist in the selection of his clothing
- 2 Praise is more effective than blame in dealing with children

²² *Attitudes Toward Personal and Family Life*. Texas Cooperative Youth Study 1958 (CYS—Part I). Consists of approximately 100 statements similar to these.

²³ H. H. Remmers and Louise A. Stedman. *Bringing Up Children: An Inventory of Attitudes*. Chicago: Science Research Associates, 1954. Form A.

- c Another type of evaluation asks the students to express their attitudes about the effectiveness of various ways of handling a problem ²⁴

Six year-old Judy is afraid of the dark. She will cry if the light is turned off in her bedroom before she goes to sleep and she will not go into a dark room.

What do you think of these methods of treating the problem?

	Good	Fair	Poor
1 Let her cry in the dark until she gets used to it	_____	_____	_____
2 Treat her fear lightly as unimportant	_____	_____	_____
3 Talk to her about why she is afraid	_____	_____	_____
4 Force her to go into dark rooms to get accustomed to the dark	_____	_____	_____
5 Scold and shame her for being so silly	_____	_____	_____
6 Let her take a flashlight to bed with her	_____	_____	_____

3 INCOMPLETE SENTENCES Fleck suggested a number of incomplete sentences that could be used in teaching family life. Among these are the following ²⁵

I want my future wife to be

The marriage of persons of different religions may lead to

A wife works outside the home if

4 PICTURE STORY Pictures or cartoons may be used as a stimulus for the students to develop a story. The pictures should present a fairly unstructured situation and may involve relationships between an adult and a child, two young children, or an adolescent and a young child. The students write a story about what has happened prior to what is shown in the picture, how the people feel about the situation, and what the outcome will be.

²⁴ Ralph H. Ojemann, "Attitudes Regarding Child Development," Unpublished report, The State University of Iowa, Iowa City.

²⁵ Henrietta Fleck and Louise Fernandez, "Evaluation of the Teaching of Family Life," *Forecast for Home Economists* 72:22, December 1956.

5. **OBSERVATIONS AND SELF-REPORTS.** The use of observations and self-reports, described in Chapter 5, is helpful also in studying the attitudes of students. However, since the usual method of writing anecdotal records is very time consuming, you might like to try an adaptation. One suggestion is to have the students write anecdotes of their own behavior and attitudes. The teacher might suggest *critical incidents* which she feels would reveal the students' behavior and feelings. Examples of questions that might be used in a clothing class are:²⁸

- 1 Do you ever sew at home? If so, tell what you have made.
- 2 Describe an incident in which you observed safety rules.
- 3 Describe the way in which you began work when you entered the classroom yesterday.
- 4 Describe a situation and your reaction to it in which you had to rip some stitching out, or had to start over on some phase of a sewing project.
- 5 What do you do when you do not understand a step in the sewing procedure of the project on which you are working? Describe a particular incident.

Interests

Interest is a feeling of liking or enjoying. The difference between attitudes and interests was summarized by Gerbenich in this way: "Attitudes are expressions of beliefs, whereas interests are expressions of feelings."²⁹ Knowledge and interest are related from two standpoints: (1) People tend to be interested in something about which they have some knowledge, and (2) Interest may stimulate a person to seek further knowledge about something.

Many of the methods for measuring attitudes can apply also to the evaluation of interests. However, no further discussion will be devoted to these methods. Two approaches that may be worthy of consideration here involve a relationship between interests and some other factor or factors.

1. **INTEREST, KNOWLEDGE, AND NEED.** A checklist for planning the home economics program encourages the students to broaden their

²⁸ Marla Stone, *Evaluation in B7 Clothing*. Unpublished report, University of California, Los Angeles, 1957.

²⁹ J. Raymond Gerbenich, *Specimen Objective Test Items*. New York: Longmans Green, 1958, p. 21.

interests as well as to deepen them. All areas of home economics education have been included in the one prepared by Michigan State University but only a few statements are shown here for illustrative purposes.²⁸

Following is a list of some of the things which are studied in homemaking classes. In the first column to the right, labeled, *Have studied*, write "X" if you have already studied it and write "O" if you have not. In the second column, labeled, *Want to study*, write "X" if you want to study it this year, and write "O" if you do not want to.

You may want to learn more about some of the things you have studied before, but you will want to study new things, too.

Child Care and Guidance

Homemaking Can Help Me to Do

These Things

- 1 Understand the duties of a baby sitter
- 2 Construct suitable play materials for children.

Have studied

Want to study

Perhaps this type of checklist would be more useful if one additional point were emphasized. Students *need* to learn certain things, whether or not they *want* to study them. When presenting this checklist to a group, you might stress that the students should consider what they *need* to be able to do in their present home living and what their future needs might be when they have responsibility for a home and family. As they check items that they "want to study," they should interpret this to include both interests and needs. An alternative approach would be to add a third column as follows: "Have studied," "Want to study," "Need to study."

2. OPPORTUNITY, INTEREST, AND INFORMATION. Another checklist was devised to help students analyze their activities and determine their needs from three standpoints.²⁹

What do you do that interests you? In what ways do you want this course to help you? Perhaps you can get a fairly good idea, if you read carefully the following invoice to decide the opportunities, interests, and information you already have in the field.

²⁸ Meta Vossbrink, *Homemaking Education, A Checklist for Planning the Program*. Professional Series Bulletin No. 17 East Lansing: Michigan State University, 1936, pp. 4-5.

²⁹ Anonymous, *Home Economics Activity Invoice*. Unpublished report, Syracuse University.

Answer each question according to your degree of opportunity, interest, or information Place the *number only* on your answer sheet Finish all three answers to each question before proceeding to the next one

Opportunity	Interest	Information
3—I have much	3—I have much	3—I have much
2—I have some	2—I have some	2—I have some
1—I have little	1—I have little	1—I have little
0—I have no	0—I have no	0—I have no

MARKETING

Do I

- 1 Buy at chain stores?
- 2 Buy meat?
- 3 Select fresh fruits?
- 4 Read labels on canned goods?
- 5 Know kinds of cereals?
- 6 Buy frozen foods?

Values

Values are motivating forces that influence the choices one makes Fleck pointed out "values are almost invariably associated with goals"³⁰ Further, she emphasized that the teacher should endeavor to be sensitive to the values a student holds and to respect these values At the same time, she should help the students determine the relative importance of their values on their conduct and see the consequences of cherishing certain ideas or possessions As a teacher, you may help your students to set values consistent with a workable philosophy of life

Cutler's study of personal and family values influencing the selection of a home used the technique of *paired comparisons* She introduced ten basic home values "beauty, comfort, convenience, location, health, personal interests, privacy, safety, friendship activities, and economy"³¹ In the first part of the test, the respondents (who were adults) placed the ten values in rank order on the basis of the "first thought" or verbalized pattern of values Then the respondents read a description of each value, such as the one on page 332

³⁰ Hennessey Fleck *How to Evaluate Students* Bloomington, Ill. McKnight and McKnight 1953, pp 23-27

³¹ Virginia F. Cutler, *Personal and Family Values in the Choice of a Home* Cornell University Agricultural Experiment Station Bulletin, November 1947, pp 6-21 (Out of print.)

This is a beautiful home. It has nice colors and good design. It is good to look at both inside and outside, and fits in with the surroundings. You may not have much chance to carry on your hobbies and may not have much privacy but it is very beautiful.²²

Following this, each word was paired with each other word and the individual was asked to indicate his preference in each of the 45 pairs. For example ²³

1—is the *beautiful* home. It has nice colors and good design. It is good to look at both inside and outside

10—is the *inexpensive* home. It won't cost much to operate and will suit the family income.

When this part of the test was completed, a score was obtained for each of the values indicating the individual's "functional pattern of values."²⁴

USING EVALUATION DATA

The ways in which you might use evaluation data depend upon your purposes in gathering the information, the validity of your techniques and the accuracy with which you record and interpret the results. As a beginning teacher you will not be expected to carry out all of the many types of evaluation that have been described. However you should be careful to select a variety of appropriate methods that will help both your students and you secure information for evaluating progress. Among the ways in which evaluation can serve you are the following

1. **CURRICULUM PLANNING** You may give pretests or checklists of interests and knowledge to help determine what subject matter should be included at each grade level. Individuals and classes vary in their needs and abilities; evaluation data can help you plan a program that is suited to their grade level and at the same time adapted to their interests and capabilities.

2. **MOTIVATION OF STUDENTS** You may use pretests also to stimulate students to want to learn and to develop responsibility for their own learning. But, as a teacher, you should use the results to gain a better understanding of how much to expect of a student and what goals are realistic for various individuals.

²² Cutler *loc cit*

²³ Cutler *loc cit*

²⁴ Cutler *loc cit*.

Through diagnosing the specific learning difficulties of individuals, you can learn the areas where a student needs further help. Also, through discovering the successes of an individual and giving commendation for the student's effort and success, you can stimulate further effort.

From a diagnostic study of the class performance, you can determine what areas should be given extra attention. When the majority of the class does not come up to your expectation, you may want to revise and improve your teaching methods.

You may be very subtle in stimulating students to learn merely by using a rigid evaluation program. Students tend to work harder for teachers who demand that they learn and apply their learnings. They also have tendencies to study particularly those things on which they expect to be evaluated.

3. EFFECTIVE GROUPING. By using a variety of evaluation techniques, you can learn specific ways in which your students differ. For some phases of instruction you might wish to divide the class into small groups, with students of similar ability working together. Then you can adjust the instruction to the ability level of each group, and thus accommodate students of all ability levels.

On certain occasions, you might find that students can learn more effectively if they have an opportunity to work with others of somewhat different background or ability. From a careful study of sociometric and other types of data, you can determine which grouping might be most functional.

4. STUDENT SELF-EVALUATION. If you believe that students should share in planning the aims for their home economics courses, you should also permit them to share in evaluating their progress. Students who are given the opportunity to use self-checking devices may gain interest in improving and begin to grow in the ability to direct their own learning.

In their self-evaluation, some students may use their own level of aspiration as a standard. Individuals frequently set goals that are unrealistic for them to attain; to prevent continuous feelings of failure, these students must learn to compare their achievement with the standards of others.

Travers indicated another difficulty that arises when students evaluate their own achievement. It stems from the fact that individuals generally have little insight into their own behavior. They tend to rate themselves too high on desirable qualities and too low on undesirable qualities. Students gain understanding of themselves through oppor-

tunities "for prolonged and personal contact with another in an atmosphere of permissiveness"²⁵

Your responsibilities as a teacher include (1) instructing the students about the proper use of self evaluation techniques, (2) recognizing that student judgments may not be valid when compared with your judgment (3) discovering which students consistently overestimate their ability and which ones consistently underestimate their ability, and (4) guiding students to a realistic appraisal of their achievement.

5 IMPROVEMENT OF EVALUATION INSTRUMENTS. An item analysis of a test gives a picture of how well each item is functioning as a part of the whole test. Elaborate statistical procedures for item analysis have been developed but these are not applicable usually in home economics classes where the number of students is relatively small. However, you should try to analyze each of your test items and make an effort to improve those items that are not functioning effectively.

The *difficulty* of an item can be determined merely by finding the per cent of students who answered it correctly. No fixed per cents can be stated as standards for an acceptable item. In general, an item is too easy to function effectively if 90 per cent or more of the students answer it correctly. However, certain facts are so basic that you might want to include them on a test just to be sure that nearly everyone has learned them. Too many easy items may cause a test to lack discriminating power. When an item is so difficult that 20 per cent or less of the students can answer it correctly, you should try to discover what causes the difficulties students experience. You might take steps to improve the item before using it again or to revise your teaching methods. An ideal, albeit seldom attained, is for the average difficulty level of test items to be approximately 50 per cent.

Item discrimination is harder to estimate with small groups than it is with groups of a hundred or more. You may obtain a rough estimate by taking the following steps:

- a Arrange the papers in order from the highest to the lowest total scores
- b Select the upper and lower thirds, or a number representing approximately 25 to 35 per cent of the total group at each extreme
- c Tally the incorrect responses of each person in the upper group

²⁵ Robert M. W. Travers *Educational Measurement* New York: Macmillan, 1955
p. 203

- d Tally the *incorrect* responses of each person in the lower group
- e Subtract the number of *incorrect* responses and omitted answers from the total number of persons in each group to obtain the number of correct responses
- f Convert the number of *correct* responses to percentages
- g Obtain a *rough* estimate of the discriminating ability of the items as follows

Acceptable When the students with high scores generally obtain a correct answer and the students with low scores generally answer incorrectly, an item has high discriminating ability. The difference between the two groups should be over 15 or 20 per cent for items to be considered acceptable.

Weak If an item was answered correctly by less than 15 or 20 per cent more of the students in the high group than in the low group, it has little discriminating value and should be examined for ways of strengthening it.

Not discriminating If the same per cent of students in the high and low groups answered an item correctly, the item does not discriminate between students who possess the knowledge and those who do not.

Negative If a higher per cent of the students in the low group than in the high group answered an item correctly, the item is poor—it is operating in reverse.

6. GRADES AND REPORT CARDS You can be much fairer in assigning grades if you use letter grades rather than per cents, since you will have to distinguish only five levels of ability rather than 100 levels. Even then you need to think about what the grade stands for. Are you concerned with how the student measures up to an absolute standard? Are you evaluating a student's status in relation to the rest of the class? Or, are you considering each student's progress in relation to his own ability?

When a teacher has decided the bases for determining grades, various procedures may then be used. Sometimes a teacher weights each test before it is given. The raw scores are then combined and the resulting total score is used as the basis for determining a final grade. For example, she might give 4 short tests during a semester and each test contributes 25 points to the total score. She feels that the final examination should count another 100 points, making a composite possible score of 200 points. This technique overlooks the differences in difficulty of the various tests.

CONVERSION OF RANKS TO NORMALIZED STANDARD SCORES

Number of persons ranked

26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Rank
71	71	71	71	71	71	71	72	72	72	72	72	72	72	72	72	73	73	73	73	1
68	68	68	68	68	67	67	67	67	67	67	67	68	68	68	68	68	68	68	68	2
63	63	63	64	64	64	64	64	64	65	65	65	65	65	65	65	66	66	66	66	3
61	61	62	62	62	62	62	62	63	63	62	63	63	63	64	64	64	64	64	64	4
59	60	60	60	60	61	61	61	61	61	62	62	62	62	62	62	62	63	63	63	5
56	56	59	59	59	59	59	60	60	60	60	60	61	61	61	61	61	61	62	62	6
57	57	57	58	58	58	58	59	59	59	59	59	60	60	60	60	60	60	60	61	7
56	56	56	57	57	57	57	57	58	58	58	58	59	59	59	59	59	59	60	60	8
54	55	55	55	55	56	56	56	57	57	57	57	58	58	58	58	58	58	59	59	9
53	54	54	55	55	55	55	56	56	56	56	57	57	57	57	57	58	58	58	58	10
52	53	53	54	54	54	54	55	55	55	55	56	56	56	56	56	57	57	57	57	11
51	52	52	53	53	53	54	54	54	54	55	55	55	55	56	56	56	56	56	57	12
50	51	51	52	52	52	53	53	53	54	54	54	54	55	55	55	55	56	56	56	13
50	50	50	51	51	52	52	52	53	53	53	53	54	54	54	54	55	55	55	55	14
49	49	50	50	50	51	51	52	52	52	52	53	53	53	54	54	54	54	54	55	15
48	48	49	49	50	50	50	51	51	51	52	52	52	53	53	53	53	54	54	54	16
47	47	48	48	49	49	50	50	50	51	51	51	52	52	52	52	53	53	53	53	17
46	46	47	47	48	48	49	49	50	50	50	51	51	51	52	52	52	52	53	53	18
44	45	46	46	47	48	48	48	49	49	50	50	50	51	51	51	51	52	52	52	19
43	44	45	45	46	47	47	48	48	49	49	49	50	50	50	51	51	51	52	52	20
42	43	44	45	45	46	46	47	47	48	48	49	49	49	50	50	50	51	51	51	21
41	42	43	43	45	45	46	46	47	47	48	48	49	49	49	50	50	50	50	51	22
39	40	41	42	43	44	45	45	46	46	47	47	48	48	49	49	49	49	50	50	23
37	39	40	41	42	43	44	44	45	46	46	47	47	47	48	48	49	49	49	49	24
34	37	38	40	41	42	43	44	44	45	45	46	46	47	47	48	48	49	49	49	25

Home economics teachers usually find that no single standard can be set as an absolute requirement for all students to meet. Standards are multiple—superior students should be expected to attain higher standards than those reached by the less able students. Students in higher grades should be expected to produce higher quality work than in experienced or immature students can do. Therefore, the teacher must establish varying standards, and she must also determine the minimum level that each student shall be expected to achieve before he goes on to a new grade level.

Marks should not be used to stimulate a student to do something in which he sees no purpose. Their primary purpose is to facilitate the educational development of each student in relation to his ability. However, marks are also used to inform the parents of the progress being made by their children. The teacher has an obligation to college admissions offices and prospective employers to enable them to have confidence in the validity of her grades when used along with other grades and test data in making predictions about the future success of her students.

7. EVALUATION OF YOUR TEACHING. The final chapter of this book will discuss, at greater length, the importance of your self evaluation. Evaluation is a tool that helps you to improve your teaching. One of the best ways to determine whether or not you are doing a good job of teaching is to think in terms of how well your students are achieving the goals of home economics education as you have defined them for your own situation. Information that you collect in relation to specific home economics teaching gives you the necessary data for making judgments about the degree of goal attainment. Also, a well planned evaluation program enables you to assemble facts showing the contributions that a stimulating and broad home economics curriculum makes to your community and its families.

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11

EVALUATING THE SETTING FOR LEARNING EXPERIENCES

In every area of the curriculum and at every level of teaching, the classroom environment and organization can contribute to effective teaching. Home economics education benefits particularly from an appropriate setting—one which provides a homelike atmosphere and is in keeping with the socio economic levels of the community. Since the needs of various communities differ, no single set of standards can be established for evaluating the home economics department. Schools in some communities should come close to fulfilling most of the ideals discussed in this chapter if they are to meet the needs of the growing number of families in the upper middle or high income brackets. However, schools in communities that are less privileged should strive for goals that are realistic for their communities.

This chapter will present suggestions for evaluating the space and equipment for teaching home economics courses, the management of the business affairs of the department, and the student behavior that contributes to the accomplishment of the departmental goals.

THE EFFECTIVENESS OF THE PHYSICAL ENVIRONMENT IN PROMOTING LEARNING

The space and equipment that are provided for the teaching of home economics contribute to or detract from the attainment of the departmental goals. Simple, attractive, and up to date furnishings can stimulate interest in taking home economics. Satisfying experiences in a convenient and beautiful room may help students to develop appreciation for beauty and encourage them to try to make their homes more livable and attractive. Students may be able to see ways of carrying

over their school instruction to their homes if the standards set by the school are possible to achieve by the majority of homes in the community

Umbach pointed out wisely that the primary purpose of home economics instruction "should be the improvement of people rather than the production of things" The home economics teacher needs to understand and make clear to her administrator and community members that the home economics department is not intended to be a "model of perfection" but is rather a "setting for learning" With this basic philosophy, the teacher should guide each class in making some contribution to the "aesthetic enjoyment" of the department¹

In evaluating the setting of your home economics department or room, you might consider four major factors (1) how effectively it lends itself to various teaching purposes and techniques, (2) how flexible it will be as new needs arise in the future, (3) whether its standards are attainable in the community, and (4) how well it presents a homelike atmosphere The following questions will guide you in evaluating the present status of your department and in determining possible directions in which to work for improvement.

How Well Does the Physical Environment of the Home Economics Department Contribute to Effective Teaching?

1. IS THE LOCATION OF THE DEPARTMENT SUITABLE?
 - a. Is the department located conveniently for the delivery of supplies and equipment?
 - b. Is the department accessible for school and community groups who may need to use the facilities?
 - c. Are all of the rooms in the department adjacent or housed as a unit?
 - d. Is the department located near the other school activities?
2. ARE ADEQUATE SPACE AND EQUIPMENT PROVIDED?
 - a. Are the facilities adequate for the size of classes that will be using the rooms?
 - b. Are there enough rooms for the number of home economics teachers and classes who will need classrooms?
 - c. Are the work areas large enough, with free passage between them, but no traffic through them?
 - d. Are all of the important areas of home economics education provided for?
 - e. Are most of the facilities used effectively a large portion of the time?

¹ Dorothea Umbach "An Apartment in Homemaking Teaching," *Journal of Home Economics* 48 21-23 January 1954.

² Adapted in part from *Space and Equipment for Homemaking Education* (rev. ed.) Sacramento California State Department of Education, Bureau of Homemaking Education, 1954, pp. 13-17

- f* Are the rooms flexible and expandable to provide for more teachers and classes if increased enrollment is estimated?
 - g* Are the facilities suited to the age levels that will be served in the school and community?
- 3. DOES THE DEPARTMENT HAVE A HOMELIKE SETTING?**
- a* Are the rooms well proportioned?
 - b* Do the rooms have attractive, well-chosen background colors?
 - c* Are the walls and ceilings clean and in good repair?
 - d* Are the finishes suitable for the various work centers?
 - e* Do the rooms and their furnishings demonstrate good use of color, line, form, and texture?
 - f* Are the furnishings durable and easy to care for under hard and constant use?
 - g* Does the department provide for flexibility in the arrangement and use of the space and furnishings?
 - h* Is the department in keeping with the economic levels of homes in the community?
 - i* Is a living and-dining center provided to accommodate an entire class for experiences in home furnishing, care of the home, and social and family living?
- 4. IS A HEALTHY AND SAFE ATMOSPHERE MAINTAINED IN THE DEPARTMENT?**
- a* Is the natural and artificial lighting adequate for all activities?
 - b* Are the windows shaded to prevent glare?
 - c* Are screens and outside doors used where they are necessary?
 - d* Are the ventilation and heating easily controlled?
 - e* Are the heating and fresh air evenly distributed?
 - f* Is the hot water supply sufficient?
 - g* Are running water, soap, paper towels, and a waste basket available in each classroom where students carry on activities?
 - h* Are the floors comfortable to stand on, quiet when people walk, easy to clean and kept in good repair?
 - i* Are the rooms soundproofed?
 - j* Is adequate provision made for the refrigeration of food and sanitary disposal of garbage?
 - k* Are there adequate facilities for washing and drying towels, aprons, and other materials used in the classroom?
 - l* Are the heights of working surfaces, tables, and chairs suitable for the students?
 - m* Have safety precautions been taken?
 - n* Is a regularly serviced fire extinguisher of adequate size available readily in all parts of the department?
- 5. DOES THE DEPARTMENT PROVIDE A SITUATION THAT IS CONDUCTIVE TO GOOD TEACHING?**
- a* Are the chalkboards and tackboards adequate in size, located where all students can see them, and of good background color?
 - b* Are open shelves and decorative centers provided as centers of interest?
 - c* Is a display center available in the corridor and/or home economics room?

- d Are books, magazines, and pamphlets easily located and accessible to the students?
- e Is audio visual equipment readily available and can the rooms be darkened satisfactorily?
- f Are the electrical outlets well placed and sufficient in number?
- g Are movable tables and comfortable chairs available for each class?
- h Are various types of equipment, representing different cost levels, provided to broaden the students' experiences?
- i Is all equipment checked regularly and kept in proper working condition?
- j Is a teacher's work center provided with a desk, chair, and files?
- k Can supervision be given easily to each work area?
- l Is a demonstration center provided?
- m Is space provided for teacher pupil conferences and for discussions by small groups of students?
- n Is a discussion area available for an entire class?
- o Is an outdoor living area provided, where practical?
- p Is a laundry center, with a washing machine and drier, provided?
- q Does the clothing center provide
 - 1 a unit arrangement of equipment including a work table with tote trays, sewing machine, and ironing equipment?
 - 2 a private dressing area?
 - 3 a full length triple mirror and space for instruction on fitting garments?
- r Does the food and nutrition center provide
 - 1 a unit arrangement for meal planning, preparation, and service including a range counter space, cabinets, sink, table, chairs, and equipment for family meals?
 - 2 a demonstration unit equipped with a mechanical dishwasher, garbage disposal, and refrigerator with adequate space for frozen foods?
- s Are arrangements possible for a play school to be set up in the home economics department or for experiences with young children to be obtained elsewhere?
- 6 IS ADEQUATE AND WELL-PLANNED STORAGE SPACE PROVIDED?
 - a Does the teacher have storage space for her personal belongings such as wraps, personal articles, and files?
 - b Is adequate storage space available for students' personal belongings such as wraps, books, and purses?
 - c Can instructional materials be filed easily where they are readily accessible? (Examples books, pamphlets charts, exhibits, models, posters, construction, flannel board, film strips, and slides)
 - d Has well planned storage space been provided for cleaning equipment and supplies? (Examples brooms, mops, dust pans, dust cloths, wax, polish, and vacuum cleaner)
 - e Is storage space provided for materials that are used in child study? (Examples toys, baby doll, layette, bassinet, bathing and feeding equipment, construction materials, play equipment, chairs, tables, cots, blankets, and easels)

- f Are the supplies for the study of *clothing* stored conveniently? (Examples garments under construction, finished garments, pressing equipment—portable ironing boards, irons, pressing boards, cloths, distilled water, small sewing equipment and supplies)
- g Has storage space been planned for the supplies and equipment necessary to teach *food and nutrition*? (Examples refrigeration for fresh and frozen foods, ventilated bins for citrus fruits and root vegetables, large containers for staples, seldom used equipment—large kettles, canning equipment, ice cream freezers, punch bowls and cups, tea and coffee service, trays, electrical appliances, pressure saucepan, extra equipment as replacements for unit kitchens, garbage can and/or disposal, table linens and paper goods, and aprons)
- h Has provision been made for storing the materials used in teaching *home care of the sick*? (Examples bed, bedding, pillows, linens, first aid kit and/or medicine cabinet)
- i Are the *home furnishings* supplies and equipment included in the storage space? (Examples tools, work bench, saw horses, springs, batting, webbing, paints, removers, stains brushes, sandpaper, furniture being renovated, curtain, drapery, and upholstery fabrics, samples of floor coverings, wall paper, and wood finishes, art objects, pictures, and flower containers)
- j Has provision been made for the equipment needed in the study of *social and family living*? (Examples card tables and folding chairs, dining table leaves, hassocks and/or cushions for additional seating space, and guests' wraps)

As you examine your department in light of the preceding standards, you will very likely realize that it is far from perfect. Even one of the newer departments, which seems to be ideal in providing everything that might be desired, must change as the home economics program grows. One mark of an alert teacher is a changing department. As new needs arise, she rearranges or adds to her department. A well-planned department is the result of cooperative efforts of many people over a long period of time. Adding something new to the department because it is fashionable shows a lack of understanding of the need for long range planning. Techniques of good management, which will be presented in the following section, enable a teacher to evaluate and plan for present and future needs.

MANAGEMENT FOR EFFECTIVE TEACHING

Management has been defined as "the process of realizing values and goals through the effective use of human and material resources"³ As

³ Margaret R. Goodyear and Mildred Chapin Klorer, *Managing for Effective Living*. New York: Wiley, 1954, p. 3

the teacher and students work out plans for managing the various aspects of the home economics department, they need to think through what their goals really are. Perhaps the teacher will find that her values are different from the values cherished by her students. The Map of Values in Table 13 shows some of the major values that were held by

TABLE 13
Map of Values *

Values held by college students	Values held jointly by both	Values held by faculty members
"Belonging"	Ambition to improve one's position	Efficiency
Curiosity	Beauty	Enjoyment of work
Effectiveness	Comfort	Family tradition
Entertainment	Contribution made by the homemaker	Order
Fairness	Cooperation	Planning
Family tradition	Democratic family as means of fulfilling individual needs	Professional tradition
Novelty	Health	Self-evaluation
Professional tradition	Importance of the individual	Skills
Social status	Knowledge	
Spontaneity	Love and affection	
	Recognition	
	Recreation	
	Security	

* Adapted from Elizabeth W. Crandall, "Home Management and a Theory of Changing," *Journal of Home Economics*, 51:345, May 1959.

college students, those held by teachers, and those held jointly by teachers and students. As you work with students at the junior and senior high school levels, you may discover that other values are important to them.

Effective management of the home economics department is necessary if students are to realize the importance of management in the home and have experience in carrying out the various steps of the management process. Most departments have limited resources, thus, choices must be made to insure that these resources are used to obtain

the maximum goal attainment with the least expenditure of human and material resources. Choice making is complex because teachers and students may hold different values, may be motivated toward expressing the same value in different kinds of goals, or may consider different kinds of alternatives. Then, too, students and teachers vary as to the amount of a resource they are willing to allocate to a home economics class goal and as to the degree of responsibility they are willing to assume concerning the consequence of a particular choice.

Social forces affecting family life exert their influence toward and against change, adding a further complicating factor as a teacher tries to develop effective ways of managing a home economics department. For example, technological advances affect the equipment and products that are used in homes, yet, the school may have made previous heavy investments in equipment and appliances. Changing concepts of men's and women's roles are evolving, yet, the home economics teacher may be confronted with perfectionist standards. She may feel that becoming flexible in standards leads to informality, and that this may be interpreted as laziness. Just as the homemaker finds that her role expectations are no longer clear cut, so does the home economics teacher. Although American society is willing to accept and, in fact, promotes change in material aspects, change in home practices that are a part of an underlying value system is not as easily accepted. Because the home economics teacher is more concerned with the intangible aspects of family living than she is with the material aspects, managing her teaching environment to achieve these goals presents a challenge. These and other forces, which were outlined by Crandall, must be taken into consideration as a teacher makes decisions that will affect the management of the home economics department.⁴

The home economics teacher is the chief decision maker in her realm of operation—the home economics classroom. Although some decisions, such as just what resources are available to her and how they shall be allocated, are determined by other school authorities, generally she makes the crucial decisions of managing the teaching environment for her students during the times they are in her classes. Whether or not she participates in the “doing” aspects of operating her classroom, she does “manage” so that particular learnings do take place.

Paolucci's study of “Decision making in Relation to Management in Classes of Home Economics by Beginning Teachers” revealed that beginning teachers varied in the number of decisions with which they

⁴ Elizabeth W. Crandall, “Home Management and a Theory of Changing,” *Journal of Home Economics*, 51:347, May 1959.

were confronted but that their decisions centered around similar types of problems. Included among their managerial decisions were "how to teach," "care and use of room, materials, and equipment," "use of time," "money," "interruptions," "discipline," and "what to teach." Ease in reaching a closure was determined by the amount of knowledge, skill, information, and past experience of the teacher as well as by the number of possible alternatives and the certainty of consequences afforded by the situation. Factors that contributed to satisfaction in decision making were "recognition, approval, achievement, conformity, efficiency, and success." Dissatisfaction was experienced when decision making resulted in "disapproval, inefficiency, inequality, lack of achievement, lack of success, and uncertainty."

A number of the problems that were mentioned by this group of beginning teachers have been discussed previously in this book. The remainder of the section points out some of the factors to consider as you evaluate the care of the home economics room and its equipment, the financial management of the home economics department, and the filing of materials used in instruction and guidance of the students.

Care of the Home Economics Room and Its Equipment

As you consider with the students the housekeeping needs of your department, you will need to work out plans for two important aspects: cleanliness and orderliness. You might work out a general plan with your students using the following questions as a guide:

- 1 What needs to be done?
- 2 Why should it be done? Is it really necessary?
- 3 Who will be responsible for doing it?
- 4 When should it be done?
 - a Should it be done daily, weekly or only occasionally?
 - b When tasks are done on the same day, in what sequence should they be accomplished?
- 5 How can it be done most effectively?
 - a What equipment is essential?
 - b Is the necessary equipment up to date and in good repair?

In developing these plans, the teacher should realize the need for

* Beatrice Paolucci "Decision making in Relation to Management in Classes of Home Economics by Beginning Teachers." Unpublished doctor's dissertation Michigan State University 1958 (As abstracted in *Journal of Home Economics*, 49:225 March 1957)

being flexible and adjusting the plans when necessary. She should help each class to feel that the care of the department is the responsibility—in part, at least—of the class. The more mature classes should be given opportunity to develop increasingly difficult skills and assume increased managerial responsibilities. The teacher plays an important managerial role when she directs the students and others in creating an environment that is attractive, orderly, efficient, flexible, and conducive to work, and in this role she helps students learn to set standards, to try out alternatives, and to assume responsibility. In fulfilling her managerial role, the teacher supervises the carrying out of a number of routine tasks that are necessary parts of everyday living at school as well as at home.

Cleanliness

Before working out plans with the students for maintaining the cleanliness of your department, you should obtain a clear picture of the janitorial services that your rooms will receive. Perhaps the major cleaning of floors and walls can be done periodically by the custodians while they are cleaning the rest of the school. Even though such services are available, each class should be responsible for leaving the room clean for the students who use the classroom next. In addition to leaving the floor clean, the class should pay attention to tables, desks, chairs, sewing machines, shelves, cupboards, chalkboards, and window sills. Dish towels and small equipment such as kitchen utensils should be cleaned before they are stored. The refrigerator should be defrosted and cleaned regularly. Leftover foods should be used and perishables thrown away. The garbage can should be kept clean and free from odors. Water faucets should be in good condition, so that they can be shut off completely, and are not left dripping.

Special attention should be given to cleanliness and protection of furnishings immediately before vacation periods. Silver should be stored where it will be safe. Furniture should be protected. Draperies should be cleaned and stored. Foods that will keep should be placed in glass or metal containers.

Other suggestions that might help to prevent unnecessary cleaning and to maintain high standards of cleanliness in the department are the following:

- 1 Use plastic trays, since they are easy to clean when used as sewing supply drawers.

- 2 Have a dispenser full of paper cups placed beside each sink, to eliminate an accumulation of used drinking glasses.

3 Try to have duplicate equipment, so that housekeeping routines can be done quickly

4 Replace worn parts or equipment promptly, so as to prevent serious damage to the equipment and/or room

5 Have screens on all windows and doors, these contribute to health and sanitation in rooms where food is prepared.

Orderliness

Three guides for maintaining an orderly department are (1) provide a definite place for every article, (2) keep everything in its place, and (3) place supplies and equipment near where they will be used. These guides apply not only to the large, movable equipment and furnishings but also to small equipment and illustrative materials.

In evaluating the degree to which your home economics department is orderly, you might consider such points as the following

1 Are containers labeled and arranged systematically?

2 Is a place provided near the door for students to leave their supplies from other classes?

3 Do you have a screen to conceal supplies and equipment needed for special projects, so as to eliminate getting them out and putting them away?

4 Do you plan units of instruction so that more than one class can use special equipment while it is out?

5 Do you provide a place to keep instructional materials as they are received, and are they filed regularly?

6 Is a large attractive pin cushion hanging near the tackboard for pins that are picked up?

7 Is all of the kitchen equipment from one unit kitchen marked as belonging to that unit (such as with colored handles or special paint to identify the unit)?

8 Are the alphabet letters for tackboards filed systematically?

Your students can help you work out ways for keeping the home economics room attractive and ready for teaching at all times. Together you may want to work out a rotating system for accomplishing the little tasks that can be accomplished quickly when all help—straightening chairs, returning materials to proper places, caring for plants, checking out reference materials, and the like. Being able to make accurate judgments about what can be accomplished during a particular class period will be an important managerial skill for you to achieve. This will require ability on your part to establish time

norms, assess the work capacity of your class both as individuals and as a whole, and a realistic setting of goals

Managing the Finances of the Department

Financial management of the home economics department might be divided into four major aspects (1) making a financial plan, (2) keeping financial records, (3) preparing accounts, and (4) taking inventory. The following questions will help you to know what factors to consider as you develop your financial plans and as you attempt to evaluate your progress toward sound business procedures

- 1 In making the financial plan for the year, did you consider the
 - a opportunity for students to have a practical experience in financial management by sharing in the planning?
 - b total amount of money available and its adequacy for meeting the needs of the department for the whole year?
 - c expenditures of the previous year (or years)?
 - d size of each class?
 - e grade level of each class?
 - f nature and goals of each course?
 - g supplies and equipment already available for teaching each course?
 - h upkeep of the department—needs for maintenance, repair, and replacement?
 - i need for illustrative material and magazine subscriptions?
 - j possibility of equalizing the expenditures throughout the year by purchasing illustrative materials at times when other expenditures, such as the food purchases, are relatively low?
 - k need for providing teaching materials for *all areas* of the home economics program?
 - l future needs of the department for additions or improvements?
- 2 Do you *keep financial records* that show for each purchase
 - a the nature of the purchase?
 - b the amount that was purchased?
 - c the date of purchase?
 - d from whom the purchase was made?
 - e by or for whom the purchase was made?
 - f a receipt indicating the date of payment, the person who made the payment, and the method of payment?

- 3 Do you prepare accounts periodically to show the
 - a funds that were available at the beginning of the period?
 - b amount that was budgeted for various purposes?
 - c actual expenditures that were made in each category?
 - d balance on hand at the end of the period?
- 4 Do you keep a "running file" on each article in the department and take inventory periodically to show the
 - a name of each article purchased?
 - b amount or quantity of each article that was purchased?
 - c date of each purchase?
 - d location of each article in the department?
 - e amount or quantity that is on hand at the time of inventory?
 - f date of the inventory?

Filing Instructional Materials

The term *instructional materials*, as used in this chapter, includes the *illustrative materials* that are used with or by the students, the records of individual and class activities, and the reports on enrollment and accomplishments of the department. School systems differ in the kinds of records they require of home economics departments. The size of a home economics department itself may also be a factor in determining the quantity and categories of records that are needed. Furthermore, individual home economics teachers differ in their interest in record keeping and in their ability to keep up an elaborate system of filing instructional materials and reports.

The four main goals of each home economics teacher should be (1) a system of filing instructional materials that will be simple, clear, and convenient, (2) complete records available at all times, (3) promptness and accuracy in the preparation of all records and reports, and (4) assumption by the students of management responsibility (this you accomplish by letting them share as much as possible in the planning and utilizing of the instructional materials).

Instructional materials may be filed in a variety of containers such as Manila folders, large envelopes, letter file boxes, cardboard cartons, library bulletin boxes, and sectional filing cases. The durability and expense of the containers and the ease of using the filed materials are factors that should be considered in selecting the method of filing.

Illustrative materials

You will need to develop a system of headings that will be most useful for your department. Ostler and Carleton found the following list suitable for classifying materials on consumer education, which is a field that cuts across the major areas of home economics. You may be able to adapt ideas from this list as you develop a flexible system to meet the needs of your school.⁶

Child Care

Clothing

Clothing Construction

Consumer Economics

Fabrics

Foods

Breakfast, breads, cereals, and flours

Desserts and candy

Fruits, vegetables, and salads

Meat, fish, eggs, and poultry

Milk and milk products

Nutrition, menu planning, and purchasing

Preservation

Seasonings and sugars

Special

Gift Suggestions

Good Grooming

Health and Home Nursing

Home Furnishings

Home Management

Home Safety

Home Wiring

Household Equipment

Housing

Marriage and Family Living

Money Management

Sewing Equipment

Table Setting

Travel

As you evaluate how effectively your department is handling its illustrative materials, you might seek answers to these questions:

- 1 Are the students sharing the managerial experiences connected with the preparation, filing and use of the materials?
- 2 Are helpful materials from old magazines clipped and filed?
- 3 Are materials discarded if they are unimportant, lacking in authenticity, unsuitable for the grade level, or out of date?
- 4 Are books that are soiled or worn replaced or repaired?
- 5 Are there on hand enough copies of books and pamphlets for efficient use by the class—neither too few nor too many copies?
- 6 Has an efficient system been arranged for the circulation of books?
- 7 Has suitable filing and storage space been provided for charts, models, pictures, posters, projection equipment, and films?

⁶ Ruth Ellen Ostler and Fredenca B. Carleton *Free and Inexpensive Consumer Education Teaching Materials* Syracuse, NY: Syracuse University, Bureau of School Services, 1956, Table of Contents (Out of print.)

Student records

Two major types of instructional records should be kept in the home economics department. Your *classbook* provides a permanent record of the names of students enrolled in each course, their attendance, grades on various projects through the semester, and final grade in the course.

A *personal data folder* for each individual student should be conveniently filed, so that you have immediate access to the information about the student and her family. Chapters 4 and 5 described the types of material that you might include in these files. Basically, these records will be of two types:

1. **TEACHER RECORDS** Any information that you obtain from school records, home visits, conferences with the student, or observation should be filed in the student's personal folder. Such facts as the parents' names and occupations, home address, number and ages of brothers and sisters, and health information should be included.

2. **RECORDS PREPARED BY THE STUDENTS.** In addition to the records that the teacher fills out, she should include helpful materials prepared by the student. These might include records of her home experiences, questionnaires or checklists that were completed by the student, and a sampling of the student's written classwork.

Annual reports

Periodic reports, perhaps even more frequent than the annual reports, may be necessary for a variety of reasons. Schools that are reimbursed by the State and Federal governments for their vocational home economics programs will need to show evidence that the reimbursement is justified in terms of the State Plan for Vocational Education. Other reports may be required on occasion by the local school board, the school principal, and/or the head of the home economics department. Such reports should not be treated lightly. The financial condition and reputation of the school may be influenced considerably by the content and accuracy of teacher-made reports.

Since reports serve a variety of purposes, no specific guides can present a complete picture of what should be included or how the reports should be presented. You should strive to make your reports interesting, to highlight the significant accomplishments of your department, and to present the facts accurately. As you evaluate your annual report, you might see if you have presented a clear picture of the points on the opposite page.

- 1 Total enrollment during the year
- 2 Number who dropped the various courses during the year
- 3 Courses offered and the enrollment in each course
- 4 Objectives and content covered in each course and the length of time devoted to each phase
- 5 Types of home and/or community experiences completed by the students
- 6 Number of homes visited by the teacher and evaluations of these visits.
- 7 Projects that were undertaken cooperatively with other groups in the school or community

Remember that long after you have left a school your personality and effectiveness as a home economics teacher will live on through the records and reports of the home economics department. Reports have a far reaching influence beyond the school and immediate community. People who may never see your department will make judgments about it on the basis of the reports that you and other teachers submit to your local school board, to the State Department of Education, and to the United States Office of Education. You can help to build a good reputation for your department and for the profession of home economics by having worthwhile accomplishments to report and by reporting them truthfully and effectively.

GUIDING STUDENT BEHAVIOR TOWARD DESIRABLE GOALS

Until now this chapter has been concerned with methods for managing the physical environment so as to make it conducive to learning. Another very important part of the learning environment is the social setting. Student behavior must be directed toward desirable goals or the most elaborate physical environment will be wasted. "Discipline" is listed frequently as one of the major problems for a beginning teacher. Even experienced teachers feel that they could spend a larger portion of their time in effective teaching if they did not have to spend so much time handling problems of misbehavior and class interruptions.

This chapter is not designed to give you "tips" or ready made solutions for handling specific types of disciplinary problems, but through reading this section you should develop a better understanding of the

meaning of "preventive discipline," the importance of good classroom control, and the general principles of guiding student behavior toward the accomplishment of class objectives. As you apply this basic philosophy in your teaching, you can evaluate how successful you are in preventing or dealing with a variety of behavior problems that might interfere with the attainment of home economics objectives.

Hymes has pointed out that children want discipline. Basically they are social beings who need the good will and respect of others. Their eagerness to conform is shown in their continuous imitation. Although they want discipline, Hymes stressed that they also want freedom. These two wants present rather conflicting situations. "Children must think and obey. Children must fit in and break out. They must follow accepted paths and branch out on their own."¹

Good student behavior, or discipline, has several functions in the home economics classroom: (1) helping to create and maintain classroom conditions that are conducive to the attainment of the class objectives, (2) promoting favorable attitudes toward doing what is appropriate for the accomplishment of desirable objectives, (3) guiding students in the development of self control and the ability to cooperate in meeting their daily responsibilities, and (4) instilling within students respect for authority in promoting the welfare of society.

Good student behavior is learned from a variety of specific experiences, often over a long period of time. Results of good disciplinary techniques may be difficult to observe quickly or objectively. However, some of the evidences of success in discipline may be seen in student growth toward acceptance of responsibility, compliance with school regulations, kindness, promptness, respect for property, self-control, and honesty.

As you strive to maintain the kind of student behavior that will make possible the attainment of desirable home economic goals, you take many precautions that help to prevent disciplinary problems. Probably the most successful teacher would admit, however, that she has never succeeded in eliminating discipline problems completely. An understanding of preventive discipline can help you to reduce the number and types of problems that arise, to reduce the seriousness of many of the misbehavior problems, and to handle problem situations effectively both from the standpoint of enforcing class regulations and promoting the development of student self control.

As you think back over the kinds of disciplinary problems that you have observed or with which you have been confronted during your student teaching experiences, you can probably classify the causes of

¹ James L. Hymes, *Behavior and Misbehavior* Englewood Cliffs, N.J. Prentice Hall 1955, pp 5-8

most of these problems in one or more of the following groups (1) teacher or student personality factors, or a conflict in human relationships, (2) factors inherent in the classroom environment, and (3) the methods of planning or teaching that were used

In evaluating your effectiveness in guiding student behavior and enforcing necessary classroom controls, you may find the following questions will help you to eliminate undesirable factors in human relationships, in the classroom atmosphere, and in the teaching methods, and thereby prevent many problems from arising

Teacher-Student Relationships

The rapport that a teacher has with her students can be judged from at least two standpoints (1) what specific behaviors and techniques the teacher applies in her classroom and in her informal contacts with students, and (2) how the students view the teacher's personality and behavior

- 1 IN YOUR DEALINGS WITH YOUR STUDENTS, DO YOU TRY TO
 - a provide ways for students to achieve recognition other than through self display?
 - b build up the ego of each student by giving special jobs, honors, or compliments?
 - c try to avoid situations in which students feel they have to tell lies?
 - d use praise more often than criticism?
 - e help to maintain the morale of the group?
 - f refer individual students to the proper source of help to correct health problems, physical defects, or nervous instability?
 - g take time to listen to their side of the story and their reasons for the behavior?
 - h obtain all the facts before drawing a conclusion?
 - i be consistent in your actions day after day?
 - j be impartial and fair to all?
 - k work out goals and objectives cooperatively with your students?
 - l help the students develop self discipline?
- 2 IN THEIR RELATIONSHIPS WITH YOU, DO YOUR STUDENTS FIND THAT YOU
 - a are tolerant friendly, and sincere?
 - b maintain an adult reserve of formality?
 - c show enthusiasm for your subject?
 - d are energetic and possess vitality?

- e give attention to maintaining your own good physical condition?
- f have overcome annoying mannerisms?
- g have cultivated a good sense of humor?
- h use an effective speaking voice—one that is low, with rich tones, and a wide range of pitch?
- i are active, walking around the room and talking pleasantly with individual students?
- j are courteous, treating students with respect?
- k exercise self control?
- l are firm, but reasonable?
- m are fair and willing to admit when you make a mistake?
- n help students when they need or seek help?
- o show initiative and resourcefulness?
- p use good leadership techniques?
- q appear self confident?
- r are alert to what is happening in all parts of the room?
- s are prepared and know your subject matter?
- t use a variety of techniques, such as diagrams and other audio-visual media in presenting material so that interest is high?
- u provide for the varying abilities and talents of each individual student?

Classroom Environment

Since the importance of the physical environment was discussed earlier in this chapter, it will be mentioned here merely to point out its contribution toward the development of good student behavior. Maintaining an attractive room with effective arrangement of tables and chairs, may help to prevent discipline problems from arising. Letting students share responsibility for adjusting the physical conditions of the room for their comfort may prevent problems that might stem from improper heating, lighting and ventilation. Another technique for guiding student behavior in wholesome channels is to let them create an interesting room giving special attention to books, magazines, pictures, flowers, tackboards and exhibits.

Planning and Teaching

The training you have for teaching the preparation you make for each class and your effectiveness in carrying out a variety of sound

teaching methods are additional factors that may influence student behavior. As you attempt to guide students toward desirable goals, you might evaluate your planning and teaching by answering such questions as the following:

- 1 Do I prepare thoroughly the aims, motivations, and content for each class period?
- 2 Do I expect students to be in class with a desire to learn?
- 3 Do I expect the class to come to order when I give a quiet signal, such as standing at the front of the room?
- 4 Do I begin classwork promptly?
- 5 Am I teaching students something worthwhile and challenging?
- 6 Do I use methods that enable students to see the relationship between what they are learning and their lives outside of school?
- 7 Do I explain concisely and clearly what I expect of the students?
- 8 Do I present instruction at the proper level—neither too advanced nor too elementary?
- 9 Do I plan work in the proper sequence so that it is not too difficult or too fatiguing?
- 10 Do I show respect for the routine daily tasks, and never assign them as punishment for misbehavior?
- 11 Do I make the course interesting and gear it to the abilities and needs of the students?
- 12 Do I readjust the classwork if necessary or individualize the course?
- 13 Am I willing to permit orderly conversation?
- 14 Do I let the students help plan rules when they are needed and help to maintain an orderly classroom?
- 15 Am I showing consistency in enforcing classroom and school regulations?
- 16 Do I observe and check the beginnings of discipline problems (such as lack of interest, discontent, and misbehavior) before they grow into serious problems?
- 17 Do I always first determine the cause of misbehavior and take action that is consistent with the cause and suited to the individual students?
- 18 Do I often compliment students for their cooperation and contributions to classwork?
- 19 Do I let students make decisions?
- 20 Do I guide student discussions on such topics as getting along with others, being liked, and leadership?

21 Do I provide opportunities for direct observation and for audiovisual experiences?

22 Do I give students opportunity to participate in group projects, demonstrations, oral reports, dramatizations, panel discussions, or classroom management responsibilities?

23 Am I using a fair system of evaluation and grading?

In summary, a home economics teacher may be able to provide an effective learning environment for her students by giving attention to both the physical setting and the social psychological atmosphere. The adequacy of space and equipment can be assured through a long range plan and sound financial management. Cooperative planning and sharing of responsibility for the maintenance of a homelike atmosphere are important factors in guiding students toward desirable behavior and the attainment of the goals of the home economics department. The provision of necessary teaching materials and a plan for storing them where they will be convenient to use are important in the prevention of student misbehavior problems that might result from boredom or inappropriate illustrative materials. To provide an appropriate learning environment, then, involves careful management of the department's resources, adequate facilities, and guidance of student behavior in ways that will permit effective use of the department and provide for the development of student responsibility.

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12

THE TEACHER'S SELF-EVALUATION

As you begin your teaching career, you will be entering a new phase of your life where each day's experiences have three-fold significances (1) What you do as a teacher will be influenced by the values and attitudes you have developed and the previous experiences you have had (2) Your attitudes, values, interests, and knowledge will have an influence upon your students and associates (3) Your reactions to situations that arise in your daily teaching will help to determine the direction of your professional activities in the future One way that you can insure a successful career in education for yourself is to be willing to evaluate yourself sincerely and periodically, considering what your goals really are, what resources you have, and what choices you must make in order to attain your goals.

To make an honest self-evaluation, you need to be aware of what can reasonably be expected of a beginning teacher During your first year or two of teaching you will have to make many adjustments Besides working out your own personal and family needs, you must adjust to the needs of your students, their parents, and your professional colleagues As you gain teaching experience, your self evaluation should be focused upon the challenges that await the mature and experienced teacher If you continue to evaluate yourself in terms of what was acceptable when you first entered the teaching profession, you will do a great injustice to yourself and to your profession This chapter should help you to clarify your goals as a beginning teacher, to understand what you should expect as you gain teaching experience, and to see the relationship between your individual growth and the future of the home economics teaching profession.

GOALS FOR A BEGINNING TEACHER

A beginning teacher might think about her goals from four standpoints: her students, her community, her professional colleagues, and her personal goals. These are by no means placed in the order of their importance, in fact, educators very likely would disagree as to their relative importance. One point that should be stressed, however, is that these four aspects are closely related. For example, a teacher may consider her personal life to be entirely her own business, but, in reality, her relationships with her students and colleagues may reflect her personal happiness or feelings of frustration. Likewise, the satisfactions and successes she gains from her work contribute to her own personal and emotional adjustment.

Goals in Working with Students

As you evaluate your effectiveness in helping students develop, you might consider first how well you *understand the students* and then how *skillfully you plan* experiences to meet their needs. The following questions are merely suggestive of those that you might seek to answer honestly as you rate yourself.

1 UNDERSTANDING OF STUDENTS

- a. Do I recognize the needs of my individual students?
- b. Do I provide for their individual differences in planning learning experiences?
- c. Am I sensitive to the feelings of my students?
- d. Do I recognize the reasons why certain students have difficulty in learning?
- e. Am I developing in my students a feeling of security?
- f. Am I helping my students to develop wider interests?
- g. Am I friendly, but not "chummy," in my relationships with my students?

2 SKILL IN PLANNING LEARNING EXPERIENCES

- a. Do the students have opportunities to share in planning and evaluating their learning experiences?
- b. Am I resourceful in selecting and using instructional materials?
- c. Do I provide constructive leadership for the class activities?
- d. Are the students interested and *enthusiastic* throughout the activities?

- e. Does the home economics curriculum for my classes develop competence in the following aspects of home life? ¹

Planning, preparation, and service of family meals, food buying, food preservation and storage, nutrition

Selection and arrangement of kitchen and dining room equipment, house planning and selection to meet needs of family, home care and arrangement, selection of furnishings and equipment, home improvement care and repair of household equipment

Wardrobe planning, selection and purchase of clothing within a budget plan, construction of clothing, personal grooming, care and repair of clothing and household fabrics, clothing

Physical growth of children, guiding of children's activities, physical care of children, mental, social and emotional growth of children

Hand laundry, money management, budgeting and account keeping

Social relationships, personality development, management in maintenance of family life, home and family relationships

Safety in the home, family and personal health, home care of the sick

Community Relationships

A beginning teacher who wishes to attain good relationships with the citizens of her community should remember that her dealings with students in her classroom are of utmost importance. A teacher who sends her students home each day with a sense of accomplishment and a knowledge of what they have achieved is building good public relations with her community.

An understanding of families and family problems, as presented in Chapter 4, is basic to building a program that meets the needs of the community. A beginning teacher, as well as an experienced one, can learn much about her community and, at the same time, help others learn much about the home economics program by inviting members of community organizations to functions where they can observe the learning experiences of the students. A word of caution might be given at this point. Home economics teachers often use "staged performances," such as fashion shows, teas, and luncheons, for occasions when the public is invited to the department. Perhaps such experiences give the public a narrow conception of what is done in home economics classes. As you plan ways of relating your program to the community, try to draw upon your resourcefulness and vast fund of knowledge so that community members may see the broad picture of home economics education in its natural setting.

¹ Gertrude Roske, "The Homemaking Program for Beginning Teachers." Mimeographed abstract based on doctor's dissertation, Stanford University, 1953, pp. 3 and 4.

In addition to your obligations as a teacher to develop a program suitable to your community, you have responsibilities as a citizen. Your professional education qualifies you to work with other citizens for the improvement of home and family life in your community. You should be willing to accept your share of community responsibilities, particularly those in which you are especially capable of making a contribution. In your enthusiasm to become acquainted with your community and to obtain recognition from the community leaders, you need to evaluate which responsibilities are most important for the improvement of home life and to determine how you can make your most effective contribution to the community. If you accept heavy responsibilities in your community, you may find that you do not have adequate time to prepare for your daily teaching. Both you and your students may suffer if you allow yourself to become physically or emotionally fatigued from out-of school activities.

Among the prescriptions for happy teaching given to teachers entering the Parma Public Schools was the admonition "Freedom is everybody's job. You don't have to register. You don't have to vote. But what would you do if you couldn't? Non voting is a symptom of civic sleeping sickness—evidence of anemic unconcern on the part of the patient for his own well being."² As a citizen who is well educated and respected in your community, you have a responsibility to set an example by your concern for the preservation of democracy.

the choice of concentrating your interests on your area of specialization or of broadening your cultural understanding. Of course, you will need to master the subject matter that you will be teaching. Nevertheless, you may become so highly specialized that you do not see the relationship of home economics to other fields. A broadening of your interests may help you to converse intelligently with your colleagues and to make rich contributions to the lives of your students.

GROWTH WITH EXPERIENCE

Although the preceding section gave you a few points to consider in evaluating yourself during your first few years of teaching, you should realize that individual teachers differ. Occasionally, a teacher in her first year is much more mature and accomplished as a teacher than one who has had many years of teaching experience. No one can make a definite list of personal qualities and teaching experiences that should be required of every beginning teacher. Neither can we determine an exact cutoff point at which a teacher stops being a beginner and should be expected to measure up to standards for an experienced teacher. The emphasis in this chapter is on teacher self-evaluation. Only you will be capable of determining your strengths and weaknesses at any given time. You alone must accept the challenge to continue and direct your intellectual growth. But you, in cooperation with your colleagues in home economics and in the teaching profession, have a responsibility to advance your profession and to provide competent teaching for America's children.

Teaching Competence

As you gain experience in teaching you will realize that each year brings new challenges. Thirty years of teaching should be thirty years of new and challenging experiences rather than one year's work taught over again thirty times. An experienced teacher may need to guard against becoming careless about discipline, talking too much, excessive use of personal experiences, re-using lesson plans without evaluating them and bringing them up to date, and covering a topic too rapidly.

A committee of educators and laymen in California formulated a statement of Factors in Teaching Competence that sets a high standard by which an experienced teacher might evaluate herself. These factors

have been adapted slightly so that you can ask yourself how competent you are becoming *

- 1 As a *director of learning*, do I
 - a adapt principles of child growth and development to planning of learning activities?
 - b plan my teaching learning situation in accord with acceptable principles of learning?
 - c demonstrate effective instructional procedures?
 - d utilize adequate evaluation procedures?
 - e maintain an effective balance of freedom and security in the classroom?
- 2 As a *counselor and guidance worker* do I
 - a utilize effective procedures for collecting information about each student?
 - b use diagnostic and remedial procedures effectively?
 - c help the student to understand himself?
 - d work effectively with the specialized counseling services?
- 3 As a *mediator of the culture* do I
 - a draw on a scholarly background to enrich cultural growth of students?
 - b direct individuals and groups to appropriate significant life application of classroom learning?
 - c design classroom activities to develop student ability and motivation for finding democratic solutions to current social problems and recognizing and identifying key problems?
 - d direct students in learning to use those materials from which they will continue to learn after leaving school?
 - e develop student attitudes and skills necessary for effective participation in a changing democratic society?
 - f help my students acquire the values realized as ideals of democracy such as mutual respect willingness and ability to cooperate in the solution of problems and to use intelligence in problem solving goals and standards for effective living in our culture?
- 4 As a *link with the community* do I
 - a utilize available education resources of my community in classroom procedures?
 - b secure cooperation of parents in school activities?
 - c assist lay groups in understanding modern education?
 - d participate in definition and solution of community problems relating to education?
- 5 As a *member of the staff* do I
 - a contribute to the definition of the over all aims of the school?
 - b contribute to the development of a school program to achieve its objectives?
 - c contribute to the effectiveness of over all school activities?
 - d cooperate effectively in the evaluation of the school program?

* Commission on Teacher Education *Teacher Competence Its Nature and Scope*. San Francisco California Teachers Association 1957 pp 32-41

- 6 As a member of the profession, do I
- a demonstrate an appreciation of the social importance of the profession?
 - b contribute to the development of professional standards?
 - c contribute to the profession through its organizations?
 - d take a personal responsibility for my own professional growth?
 - e act on a systematic philosophy, critically adopted and consistently applied?

Advanced Study

An important part of your program for self-advancement is your plan for graduate study. Nothing can be more deadening for students than to have a teacher who graduated from college several years ago and who considers her education complete. If you are to keep up with the rapid changes that affect home and family life and if you are to be familiar with improved ways of working with students, you will need to plan for continued study. Advanced study might be done in several ways, depending upon your objectives and resources. You might choose to travel. You might attend professional workshops or meetings of professional associations. You might take further college courses to broaden your interests or help overcome areas of weakness. You might plan your graduate program toward a master's or doctor's degree. An advanced degree might be taken in some subject matter specialty, in home economics education, or in education.

The home economics profession needs qualified persons for positions of leadership. As you gain teaching experience, you may find that you have definite ideas as to where you would like to be vocationally 5 or 10 years hence. Perhaps you will be happy to continue as a junior or senior high school home economics teacher, either in the same school where you began your teaching career or in a different community. Perhaps you would like the challenge of supervising student teachers while you continue as a secondary school teacher. Maybe you would like to take over administrative duties and become the head of your department. You might find counseling or a vice principal's position of interest. Supervision of teachers for a city, county, or state school system provides another opportunity for you to advance. Teachers, research workers, and extension leaders are needed for international service. The need for college home economics teachers and administrators continues to expand. You will find outstanding positions in these and other fields are open to experienced home economics teachers who have worked out an appropriate graduate program.

An important decision as you plan a graduate program is the choosing of the college or university that is best for you. The American Home Economics Association has recommended that, as you write to graduate schools and study their catalogues, you should consider such information as the following ⁴

- 1 How well prepared are the faculty members?
- 2 Are there good library facilities at and near the college or university you are considering?
- 3 Are the laboratories adequate in size and are they relatively up to date?
- 4 How much home economics research is being carried on? Is there concern for learning about new findings?
- 5 How much teaching and research work is offered in fields related to home economics education—in statistics, education psychology, and sociology?
- 6 What is the reputation of the school's undergraduate program in the area in which you are interested?
- 7 Are suitable housing facilities provided for graduate students?
- 8 What are the graduates of the school doing? Are they making significant contributions either in research or administrative positions?

Another decision is whether to continue toward your master's degree immediately after you have received your bachelor's degree or to wait until you have had some teaching experience. Considerations on both sides were presented in a *Journal of Home Economics* article. Owens summarized her reasons for taking her master's degree immediately ⁵

- 1 Since my college courses were a basic preparation for graduate work, I did not want to give myself time to forget the technical knowledge I had acquired
2. I felt that I was still geared to the routine of school life and would have fewer mental and emotional adjustments to make than I would have after a few years
- 3 I did not want to waste time on a second-choice position when after additional study, I might be doing what I really wanted to do
- 4 I was afraid that I might find it difficult later on to part with the financial security of a job in order to return to school

Scruggs waited awhile before taking her master's degree because

Teaching was the logical culmination of my undergraduate experiences. I wanted and needed to teach. There were many opportunities to learn on the job. Teaching experience is a basic requirement of most positions in home economics education. To be of most benefit, graduate study in home eco-

⁴ Adapted from *Wanted Home Economists with Advanced Degrees* Washington: American Home Economics Association 1956 (folder)

⁵ Betsy Owens "Why I Took My Master's Degree Immediately after My Bachelor's" *Journal of Home Economics* 49:120 February 1957

nomics education needs to be based upon understanding gained from experience⁴

If you choose to work toward a master's degree, you might major in home economics education, or you might prefer to specialize in one of the subject areas of home economics. Home economics education courses provide excellent background if you wish to continue teaching at the secondary level, enter college teaching, become an administrator, or supervise other teachers. In preparing yourself, however, you would want to strengthen your background in one or more subject areas of home economics. If you find that your major interest is in college teaching or research, you will want to specialize in a subject area of home economics or home economics education. Nevertheless, even in this age of specialization you need to be cautious about over specializing. You might examine college catalogues and talk to administrators about the combinations of subjects that a college teacher might be required to teach. A well qualified, versatile teacher is an asset to a home economics department.

Regardless of whether you obtain a degree in home economics education or in an area of specialization, you should plan to include statistics as part of your graduate study. An understanding of research methods demands some knowledge of statistics. Since research is basic for the improvement of home economics, as well as other professional fields, home economists should become acquainted with research techniques that are applicable to their work. Also, home economists should be aware of recent research findings in home economics and related fields that have application in the improvement of home economics teaching. The following abstracts of a master's thesis and a doctor's dissertation illustrate the kinds of research that are done by graduate students in home economics education and the importance of such studies for strengthening our educational practices.

1. MASTER'S THESIS. Tyree was teaching a unit on child care in the seventh grade at Morgantown Junior High School. For her thesis, she studied the need for such a unit and the type of subject matter that would be best suited to this age level. She used a questionnaire from the Cedar Rapids Course of Study which met the criteria for her school. All of the seventh grade girls were given copies of the questionnaire and she obtained 198 usable replies. She found that nearly all of the seventh graders had some responsibilities for children, largely with preschool age. About half of the girls received pay for their activities.

⁴ Marguerite Scruggs "Why I Wanted to Take My Master's Degree" *Journal of Home Economics* 49:121, February 1957.

and 39 per cent indicated that child care was part of their home duties. For the most part they cared for children because they liked to do it or because it helped their mothers or someone else. The activities required of many of the girls included preparing meals, bathing and dressing children, preparing them for bed, telling stories, and supervising outdoor play. Their major difficulties centered around putting children to bed, keeping them out of mischief, and children's crying. Among the recommendations that Tyree made from her study were (1) A child care unit was of interest and fulfilled a need for the seventh grade girls. (2) Most of the unit should deal with care of the preschool child. (3) Girls should receive special training on foods, bed, bathing, dressing, story telling, reading, and outdoor play since they were receiving pay to care for children.⁷

2 DOCTORAL DISSERTATION The purpose of Hurt's doctoral dissertation was "to discover whether lower middle and lower class ninth grade pupils would have a more favorable attitude toward homemaking classes, would improve in understanding of classroom learnings, and would be able to apply more to their homes of what was learned when the teaching of homemaking was keyed to lower class values and practices than when teaching was keyed to middle class values and practices."⁸ For her experiment, she used matched pairs of students in three types of class situations. She found that more students liked the class and felt that it had practical application to their homes when the teaching was geared to *lower class* practices for the study of "Helping with the Family Meals" and "Fun with My Family and Friends at Holiday Time" but that more students preferred *middle class* practices for the study of "Making My Room or Home More Livable." Although the students whose values included combinations of those of both the lower and middle class values liked the class and learned new things, they found the lower class values and practices were more practical than the middle class ones for their homes during the study of "Helping with the Family Meals" and "Fun with My Family and Friends at Holiday Time."

Many colleges and universities that offer graduate programs in home

⁷ Mary Boogs Tyree "Child Care Activities of Seventh Grade Girls in Morgantown Junior High School 1948-49." As abstracted in Sara Ann Brown and Leanna M. Chase, Abstracts of Master of Science Theses in Home Economics Education, Morgantown, West Virginia University, 1950, pp. 1-3.

⁸ Mary Lee Hurt "A Study of the Effect on Attitude toward and Home Carry Over of Homemaking Education When Teaching Is Keyed to Lower and Middle Class Values and Practices." As abstracted in *Journal of Home Economics* 46:198, March 1954.

economics have scholarships, fellowships, or teaching assistantships for which you might qualify. Information may be obtained directly from the institutions of your choice. The *Journal of Home Economics* gives a biennial list in February of the opportunities for assistantships, scholarships, and fellowships. Application must be made usually in the early part of the spring semester. Once you have been a full time teacher on regular salary you may hesitate to become a full time graduate student or even to have the reduced income offered to a graduate assistant. However, the experience you could receive while studying part time and serving as an assistant to university faculty members is invaluable.

Some school districts provide for sabbaticals whereby you might teach 6 years and spend the following year in graduate study or travel. If you have such an opportunity, use it to strengthen your professional competence. You might work for a master's degree, you might study abroad, or you might combine study and travel.

Even if you do not have opportunity for a sabbatical or for full time graduate study, you can enrich your teaching by attending summer sessions or by taking work during the school year at a nearby college or university. Short workshops and meetings of your professional association will help to inform you about the recent developments affecting your field. If you are unable to participate in group meetings, you still have the obligation to keep informed and up to date through reading professional books and journals.

Experimentation to Improve Teaching

Experienced teachers who are alert will think of different ways of studying the needs and interests of their students, and of increasing the effectiveness of their teaching methods and materials. School systems often encourage teachers to try out promising new techniques. A term that is sometimes applied when teachers engage in studies dealing with their own school situations is *action research*. Corey defined action research as "the process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions."⁹ Action research provides a way for teachers to examine what they are doing and to try out new methods. Problems that are of immediate, practical concern to classroom teachers are identified and attacked creatively through action research.

⁹Stephen M. Corey, *Action Research to Improve School Practices*. New York: Teachers College, Columbia University, 1953, p. 6.

One characteristic of action research is that the problem is of immediate concern to the individual teacher or group planning and conducting the study. The purpose of action research is to have an impact on the researcher, in this case, to help the teacher develop new and more effective ways of working with her students. When teachers themselves are guided in the selection and solving of their own problems, they are more likely to change their educational practices than if they were merely informed of recommendations based upon research carried out by "experts."

The design of an action research study is often developed cooperatively and is subject to modification as the study progresses. Although an individual can plan a study alone, action research frequently develops in a cooperative setting with a group of teachers and research consultants working together. The process of working together in solving problems of common interest can be as rewarding an experience as that of reaching conclusions based upon the research data. A better study often results because of the greater variety of talent directed toward it and the moral support each person gains from knowing that others support the basic ideas.

The value of action research is measured by improved practice in the particular situation. Since the basic purpose of action research is to enable teachers to solve their own problems, this goal is fulfilled when a teacher discovers an improved way of dealing with an educational problem and then changes her practices in this direction. Ultimately, similar improvements may be made in other communities also.

Lippeatt outlined the procedures that a home economics teacher or group of teachers might follow if they wished to use action research as a basis for improving home economics programs.¹⁰

- 1 Identify the problem area

Example We need to discover or evolve some effective ways to promote group operation in classrooms, Future Homemakers of America activities, and elsewhere

- 2 Clarify the specific problem within the problem area with which she is concerned

Example What leadership techniques produce demonstrable feelings of individual and group responsibility?

- 3 Decide upon a possible solution and state the hypothesis to be tested

Example If the group leader (teacher, Future Homemakers of Amer

¹⁰ Selma Lippeatt *Adventuring in Research to Improve School Practices in Home making Programs* Misc 3512—I An Individual Approach Misc 3512—II A Group Approach Washington United States Department of Health Education and Welfare, Office of Education Vocational Division 1958 (folders)

ica officer, etc) uses techniques of cooperative planning, the participants (pupils, members etc) will show feelings of responsibility toward the group and for the results of group effort

- 4 Plan how to test the hypothesis and keep records of what happens (taking into account insofar as possible all pertinent variables)

Example How shall techniques of cooperative planning be described? Articles and studies may be reviewed and practices surveyed to identify some techniques

How shall those which seem desirable for the study be identified and selected? A study of techniques previously used by teachers, or identification of techniques used by others or new proposed techniques Decisions concerning desirable learning experiences to be tried out based upon hunches about what will be most effective (selection of study topic, use of time, possible outcomes, group participation etc)

What kinds of data are needed as evidence of items being tested or questioned in the hypothesis? How will these data be collected? Data related to techniques of cooperative planning feelings and evidence of responsibility of participants toward group effort and group productivity Prepare appropriate instruments to be used by

Group Observer—logs and observation techniques

Participants—checklists and scorecards

Teachers—anecdotal records

What time limit shall be considered and accepted as reasonable for the study?

- 5 Collect evidence as the study progresses

- 6 Evaluate results and draw conclusions or inferences

Study the findings

- A Have findings indicated what solutions seem to produce feelings of responsibility?
- B How can conclusions be stated so that they may be used as a guide in future work?
- C Have findings shown a need for other experiments that should be tried?
- D How far can generalizations be made from conclusions?

- 7 Retest.

Retest the hypothesis in new situations The findings of one experiment will not necessarily apply in other situations or even in identical situations

- A Would the conclusions reached hold true at other grade levels? With classes in succeeding years?
- B What would happen to the conclusions in other school or community situations?

Among the problems that Taba suggested might be studied by action research are the following "1

" Hilda Taba and Elizabeth Noel *Action Research A Case Study* Washington D C Association for Supervision and Curriculum Development National Education Association 1957, pp 3-5

1. Selection and organization of curriculum content development of sequences of learning, implications of social class structure for learning, implications of psychological life needs and guides to curriculum content

2. Interpersonal relations, grouping and leadership patterns of grouping, impact of psychological climate on learning

- 3 Meeting heterogeneity, varying content and standards of achievement to meet needs of heterogeneous groups (socially, culturally, intellectually), adequacy of program for slow learners, challenge for faster and creative learners

- 4 Forms of control in classroom methods of nondisciplinary group control, developmental levels of group controls, cultural factors in styles of effective controls

Status of Your Profession

As you gain experience and evaluate your plan for self advancement, you should keep in mind that your own growth and the advancement of your profession must go hand in hand. If your major goals center around personal ambitions, such as a high income or working hours that fit conveniently with your family schedule, the professions of home economics and of education will suffer. With the rapid changes that take place in our society, a profession that stands still will, in reality, be losing ground. Even a beginning teacher has an obligation to become an active member of professional associations, particularly in her local district, but also in state and national associations. Of these associations, at least one should have as its primary interest the total aspects of education and at least one should be concerned with home economics. An experienced teacher may choose to widen her membership to include several professional associations but she should also assume an active role in helping to set the direction of the association's goals membership requirements, programs, code of ethics, or other aspects that will influence the future of home economics education.

Members of professional associations receive many personal benefits. Sometimes the benefits are in proportion to the amount of time or effort a member gives to active participation in the group. National organizations can exert influence for legislation that is beneficial to society and to the profession. They work for public recognition and support of their programs. In addition individual members receive copies of professional journals, bulletins, and research reports that

present the latest information and expert opinions on current issues. Members who participate actively in local, state, or national meetings find fellowship, inspiration, and new ideas.

Among the organizations to which a home economics teacher should belong are the following:

1. **AMERICAN HOME ECONOMICS ASSOCIATION**¹² AHEA is an association of home economics graduates whose purpose is "to provide opportunities for professional home economists and members from other fields to co-operate in the attainment of well being of individuals and of families, the improvement of homes, and the preservation of values significant in home life." Each home economics teacher can benefit from the work of the AHEA's *subject matter sections*: Art, Family Economics-Home Management, Family Relations and Child Development, Food and Nutrition, Housing and Household Equipment, and Textiles and Clothing. Among the *professional sections* of interest to teachers are: Colleges and Universities, Elementary, Secondary, and Adult Education, Home Economists in Homemaking, Research, and College Chapters. The work of its *committees* is varied and has a far-reaching influence for the improvement of homes as well as the prestige of the profession. As of recently, the AHEA has included committees on public relations, consumer interests, federal research related to home economics, international affairs, and legislation. Representatives of the Association work cooperatively with groups having *related interests*, such as the American Council on Education, the American Public Welfare Association, the American Standards Association, Coordinating Council of Home Economics Organizations (AHEA, AVA, and NEA), Associated Organizations for Teacher Education, and the Future Homemakers of America Advisory Board. Reports of its activities and plans for the coming year are published in the *Journal of Home Economics* each September.

2. **NATIONAL EDUCATION ASSOCIATION**¹³ The purposes of NEA are "to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States." Several of its *divisions* have a direct bearing on *home economics education*: Adult Education Service, Audio Visual Instructional Service,

¹² *Journal of Home Economics* 52:587-601, September 1960.

¹³ T. M. Stannett, *The Teacher and Professional Organizations* (3rd ed.) Washington, D.C.: National Education Association of the United States, 1958, pp. 112-124.

Legislation and Federal Relations, *NEA Journal*, *Press and Radio Relations*, *Publications*, and *Research*. Among its departments is one to which every home economics teacher should belong—the Department of Home Economics. It publishes booklets called *DHE Topics*, each year. In addition, each member receives helpful bulletins. Other departments of interest to home economists include the American Association of Colleges for Teacher Education, the American Educational Research Association, the Association for Higher Education, and the Association for Supervision and Curriculum Development, Audio Visual Instruction, Classroom Teachers, and Vocational Education. The services of NEA have been summarized as follows: (1) promoting professional growth through the meetings and publications of its various divisions, (2) creating favorable public opinion for education, (3) promoting and defending the professional status of teachers, (4) conducting continuous inquiries into school problems and making the data available to the profession, (5) encouraging teacher participation in the formulation, adoption, and enforcement of adequate standards for the profession, (6) working for teacher welfare in such areas as teachers' salaries, tenure, retirement, sick leave, and working conditions, (7) helping to formulate legislative policy and analyze legislation that would affect schools, (8) improving curriculum and instruction and clarifying educational policies, (9) promoting international cooperation and understanding in the field of education, (10) sponsoring programs of selective recruitment to identify capable young people and interest them in preparing to teach, and (11) promoting professional growth through the publication of professional journals, books, bibliographies, research abstracts, and yearbooks.

3. AMERICAN VOCATIONAL ASSOCIATION¹⁴ The overall purpose of AVA is "to promote and improve vocational and practical arts education." The Home Economics Education section "strengthens and interprets the role of a broad homemaking program in the school and community and prepares youth and adults for intelligent personal, home, and family living." Membership in AVA can help you in three ways: "(1) advance you professionally, (2) protect your own interests, and (3) increase your professional prestige." The goals of AVA are carried out through annual conventions, state association meetings, promotion of vocational education interests in federal and state governments, publication of the *American Vocational Journal*, pamphlets, and research studies, and supporting legislation that will protect and extend voca-

¹⁴ *Why Sail Alone?* (pamphlet) Washington, D.C. American Vocational Association, 1958.

tional education Membership is open to teachers coordinators counselors teacher educators supervisors administrators and others interested in vocational and practical arts education

In addition to being a member of national professional associations a teacher benefits from active participation in local and state organizations State organizations serve their members in many respects that are similar to the national and local groups Among the values of local associations Stinnett listed providing means for teachers to study their own problems and exchange ideas developing common aims assisting in formulation of policies for the local school system providing opportunities for self development and leadership providing means for improving the status of teachers helping to improve classroom procedures promoting cooperation for the improvement of the community and school stimulating professional enthusiasm supporting and influencing state and national programs fostering a spirit of fellowship among members and helping in the orientation of beginning teachers¹⁵

Along with the many ways in which professional associations work for the improvement of society and for the benefit of individual members of the profession another of their important goals is to raise the status of the profession Both home economics and education have faced serious challenges of their professional status If they are to attain the recognition of which they are worthy individual members of the profession must accept their responsibility for understanding the attributes of a profession and must work to bring about higher professional standing

Greenwood clarified the attributes of a profession by presenting five elements that all professions seem to possess

1 *Systematic body of theory*

The skills that characterize a profession flow from and are supported by a fund of knowledge that has been organized into an internally consistent system called a *body of theory* Acquisition of the professional skill requires a prior or simultaneous mastery of the theory underlying that skill Because understanding theory is so important to professional skill preparation for a profession must be an intellectual as well as a practical experience

2 *Professional authority*

Extensive education in the systematic theory of his discipline imparts to the professional a type of knowledge that highlights the layman's comparative ignorance A nonprofessional occupation has clients A customer determines what services

¹⁵ Stinnett *op cit* p 89

and/or commodities he wants, and he shops around until he finds them . . . In a professional relationship, however, the professional dictates what is good or evil for the client, who has no choice but to accede to professional judgment. The professional's authority, however, is not limitless, its function is confined to those specific spheres within which the professional has been educated.

3. *Sanction of the community*

. . . Specifically the profession seeks to prove, that the performance of the occupational skill requires specialized education, that those who possess this education, in contrast to those who do not, deliver a superior service, and that the human need being served is of sufficient social importance to justify the superior performance.

4. *Regulative code of ethics*

. . . To be sure, self-regulative codes are characteristic of all occupations, nonprofessional as well as professional. However, a professional code is perhaps more explicit, systematic, and binding, it certainly possesses more altruistic overtones and is more public service oriented.

5. *The professional culture*

Every profession operates through a network of formal and informal groups . . . First there are the organizations through which the profession performs its services, these provide the institutionalized setting where professional and client meet. . . Secondly, there are the organizations whose functions are to replenish the profession's supply of talent and to expand its fund of knowledge. These include the educational and the research centers. Third . . . are the professional associations .

The interactions of social roles required by these formal and informal groups generate a social configuration unique to the profession, viz., a professional culture . . . The culture of a profession consists of its *values*, *norms*, and *symbols*. The social values of a professional group are its basic and fundamental beliefs, the unquestioned premises upon which its very existence rests . . . The norms of a professional group are the guides to behavior in social situations . . . The symbols of a profession are its meaning laden items.¹⁶

The National Education Association has prepared a *Code of Ethics* to guide teachers of all subject areas and at all levels. This Code has been adapted here as an evaluation technique so that you might ask yourself, and make an honest attempt to answer, "How Professional Am I?"¹⁷

1. *Teacher-pupil relationships* Do I:

- a. deal justly and impartially with students regardless of their physical, mental, emotional, political, economic, social, racial, or religious characteristics?

¹⁶ Ernest Greenwood, "Attributes of a Profession." *Social Work*, 2:45-55, July 1957.

¹⁷ Adapted from *Code of Ethics* of the National Education Association of the United States, 1952, pp. 4-8.

- b recognize the differences among students and seek to meet their individual needs?
 - c encourage students to formulate and work for high individual goals in the development of their physical, intellectual, creative, and spiritual endowments?
 - d aid students to develop an understanding and appreciation not only of the opportunities and benefits of American democracy but also of their obligations to it?
 - e respect the right of every student to have confidential information about himself withheld except when its release is to authorized agencies or is required by law?
 - f accept no remuneration for tutoring except in accordance with approved policies of the governing board?
2. *Teacher-parent relationships* Do I
- a Respect the basic responsibility of parents for their children?
 - b Seek to establish friendly and cooperative relationships with the home?
 - c help to increase the student's confidence in his own home and avoid disparaging remarks which might undermine that confidence?
 - d provide parents with information that will serve the best interests of their children, and be discreet with information received from parents?
 - e keep parents informed about the progress of their children as interpreted in terms of the purposes of the school?
3. *Teacher-community relationships* Do I
- a adhere to any reasonable pattern of behavior accepted by the community for professional persons?
 - b perform the duties of citizenship, and participate in community activities with due consideration for my students, my family, and myself?
 - c discuss controversial issues from an objective point of view, thereby keeping my class free from partisan opinions?
 - d recognize that the public schools belong to the people of the community, encourage lay participation in shaping the purposes of the school, and strive to keep the public informed of the educational program which is being provided?
 - e respect the community in which I am employed and show loyalty to the school system, community, state, and nation?
 - f work to improve education in the community and to strengthen the community's moral, spiritual and intellectual life?
4. *Employer-employee responsibilities* Do I
- a conduct professional business through the proper channels?
 - b refrain from discussing confidential and official information with unauthorized persons?
 - c apply for employment on the basis of competence only, and avoid asking for a specific position known to be filled by another teacher?
 - d seek employment in a professional manner, avoiding such practices as the indiscriminate distribution of applications?
 - e refuse to accept a position when the vacancy has been created through unprofessional activity or pending controversy over professional policy or the application of unjust personnel practices and procedures?

- f* adhere to the conditions of a contract until service thereunder has been performed, the contract has been terminated by mutual consent or the contract has otherwise been legally terminated?
 - g* give and expect due notice before a change of position is to be made?
 - h* practice fairness in all recommendations that are given concerning the work of other teachers?
 - i* accept no compensation from producers of instructional supplies when my recommendations affect the local purchase or use of such teaching aids?
 - j* engage in no gainful employment, outside of my contract, where the employment affects adversely my professional status or impairs my standing with students, associates, and the community?
 - k* cooperate in the development of school policies and assume my professional obligations thereby incurred?
 - l* accept my obligation to the employing board for maintaining a professional level of service?
- 5 *Teacher teacher relationships* Do I
- a* deal with other members of the profession in the same manner as I myself wish to be treated?
 - b* stand by other teachers who have acted on my behalf and at my request?
 - c* speak constructively of other teachers, but report honestly to responsible persons in matters involving the welfare of students, the school system, and the profession?
 - d* maintain active membership in professional organizations and, through participation, strive to attain the objectives that justify such organized groups?
 - e* seek to make professional growth continuous by such procedures as study, research, travel, conferences, and attendance at professional meetings?
 - f* make the teaching profession so attractive in ideals and practices that sincere and able young people will want to enter it?

A LOOK TOWARD TOMORROW'S HOME ECONOMICS PROGRAM

No one can truly predict what the future will be like for a home economics teacher. Social, economic, and technological developments now unforeseen can have a marked effect on what and how home economics courses will be taught. What you do each day as you begin your teaching career and as you become an *experienced* teacher will help also to determine the future for yourself as well as for those who follow you in preparing to be home economics teachers. On the basis of what you have learned in this book and what experts predict for the future, you might enjoy speculating a little about what you think might, or

should, lie in the future for a home economics teacher. You can compare your ideas with those presented in the remainder of this chapter. Use your imagination, though, and try to come up with new approaches that will be in keeping with the very latest trends right in your own community.

In guiding your thinking about tomorrow's programs, this chapter will discuss briefly the kinds of home economics programs that might develop, the types of teachers who will be needed to carry out these programs, and the responsibilities of the professional associations for helping to bring about these programs.

Curricula and Instruction for Tomorrow's Programs

The goal for the future, as for the present, will be to provide opportunity for each student to attain the maximum growth of which he is capable in the knowledge, attitudes, and skills that are essential for home and family living in our democratic society. Among the proposals for helping to bring this about are

1. **HUMAN-CENTERED CURRICULUM** Otto's view of the future at the junior high school level points to greater emphasis on personal relationships, social skills, family living, and consumer education. Home economics teachers will start with a knowledge of their students' abilities and past experiences in determining what to include in the curriculum. They will work closely with families to understand different family patterns and to enrich their educational experiences.

The "family teacher" plan is one way of bringing about closer contacts between the home and the school. A home economics teacher, along with other teachers who serve as family teachers, may have three or more families with whom she becomes well acquainted. She may serve as a "parent surrogate" if any of the children need help of a parent substitute in planning their educational experiences. She may be an educational consultant for the family in helping the members understand themselves. She may arrange opportunities for the children or for the entire family, to exchange work or recreation with other families to broaden their understanding of other family patterns. Schools may provide camps where families can attend educational workshops or where families may go during vacation times. The family teacher may accompany a family or may help the family work out plans for the trip.¹⁸

¹⁸ Arleen C. Otto, *New Designs in Homemaking Programs in Junior High Schools*. New York: Teachers College, Columbia University, 1958, pp. 72-80.

2. **SOCIALLY DESIRABLE ENVIRONMENT.** The environment might be classified into two aspects the material and the social psychological. The material environment of the future home economics department will continue to provide space and equipment for teaching all phases of the home economics curriculum in an integrated manner, such as the multi purpose room. Greater flexibility in the use of space will become an apparent feature of tomorrow's department. Provision for effective demonstration areas, ease in using movies and television, freedom to bring in large pieces of equipment and move them about as needed, and greater use of outdoor areas are among the facilities that Otto predicts for the junior high school.¹⁹

The social psychological environment of the school will receive attention both through the curriculum and the methods of organization of school experiences. Conant's suggestions for improving high school programs included emphasis on a twelfth grade course on American problems—including economic understanding, current topics, and controversial issues. Through heterogeneous grouping, teachers should be able to help students develop respect for different types of people. He proposed further that students be with the same home room group all through high school and that this experience should be one in which they practice the principles of representative government. He felt that home room groups should consist of students having different abilities and goals so the groups become significant social units.²⁰

3. **FLEXIBILITY OF SCHEDULING.** Among the trends evident today are the lengthening of the school day so that students have from six to eight periods in which to take courses that are required for college entrance and also have time for elective courses. In some schools an additional period is obtained by increasing the number of hours in the school day. Other schools are shortening class periods, perhaps to 45 minutes, in order to permit students to take more subjects. Classes involving laboratories may have double periods.

At the junior high level, home economics teachers may find a trend toward a large block of time, that may occupy as much as half a day, devoted to a core program. The content of the core will vary from school to school, home economics may be taught as a part of this larger program or it may be organized as a separate course. Even when it is taught separately, the schedule may be worked out so that the home economics class can be combined at times with other classes.

¹⁹ Ibid., pp. 80-87.

²⁰ James B. Conant, *The American High School Today*. New York: McGraw-Hill, 1959, pp. 74-76.

such as art or industrial arts. Together they can work on related goals and major projects.

An 11 month school year may become more prevalent in the future. Students may attend summer school to repeat a course but greater emphasis may be given to the opportunity for capable students to broaden their education by taking elective courses in the summer. Families and teachers may have adequate blocks of time for enriching educational experiences and vacations, although not all families and teachers may be free at one time.

4. INDIVIDUALIZED GUIDANCE PROGRAMS Students may be grouped according to ability in specific fields, rather than according to a general intelligence rating. Grade levels may take on decreasing importance as emphasis is placed more on working with groups that provide challenges to academically talented students and that give a feeling of success to students of lesser ability. Increased use of teaching machines will enable students to proceed as far as they can with given material. Final grades will indicate how far a student went, since every student must master concepts incorporated in self instructional programs.

Students will receive individual guidance in regard to their social needs as well as their ability. Highly specialized schools or classes, that keep a student with others of similar ability and interests, probably will not be featured because of their disregard of families different from the student's own family. Home economics teachers will share in providing opportunities for students and their families to share the interests and experiences of families having different patterns.

Parents of the students, and other adults living in the community, will be invited to share in the planning of school experiences. They will share in the teaching on occasions when they are especially well qualified to teach a lesson, participate in a panel discussion, or serve as a consultant.

Special attention will be given to programs designed to meet the needs of students who are mentally retarded, physically handicapped, or emotionally disturbed. Students who are slow readers, but who have normal intellectual ability, will be given remedial help. Academically talented students will be guided into courses in which their potential can be realized for the good of the individual and society. A higher per cent of superior students will seek to continue with a college education. With all of these special needs, the large group of "average" students must not be neglected.

These trends present challenges to home economics teachers to prepare themselves to work effectively in guiding individual students and to adapt their programs to the needs of students who can benefit from special emphases

One of the trends that is observable today is for home economics courses to receive greater emphasis at the levels where students can most benefit from a mature approach to the study of home and family living. Frequently, these classes are geared to meet the needs of boys and girls or men and women—e.g., core programs, which integrate various subjects and focus on the problems of adolescents, are offered for boys and girls in the ninth grade and nonlaboratory courses in family living are increasing for boys and girls who are seniors in high school. Special areas of home economics may be offered in between these general coeducational courses.

5 ADULT EDUCATION. The growing field of adult education offers new challenges. Both men and women are enrolling in formal courses and forums on home and family life. Reaching people in their own homes through the media of educational television programs may open a number of interesting possibilities for creative teachers of home economics. New ways to expand the outreach of home economics education into the community will continue to be sought as teachers work cooperatively with home economists in other branches of the profession and with other community leaders who are concerned with helping adults adapt to a changing society.

6 EXPERIMENTAL APPROACH TO TEACHING. In adapting to the changes that are bound to come and in helping to bring about desirable changes, teachers will be encouraged to evaluate their work continually. The school atmosphere will be one in which teachers are free to experiment with new ideas and to test their effectiveness. Administrators, school board members, and teachers will cooperate in making policies for the school and yet each will have responsibility for his share in carrying out these policies.

Tomorrow's Home Economics Teachers

To carry out the kinds of home economics programs that have been described, tomorrow's home economics teacher will need to be selected carefully and prepared thoroughly. She should possess or begin to develop at least five types of *abilities*:

Adaptability will be required of every home economics teacher. She must be able to adjust to a variety of situations. She must not allow

herself to stay within the limits of her own classrooms but must constantly strive to widen her avenues of communication. She will have considerable freedom to experiment; she must learn to be critical of her own ideas and to try promising innovations in her teaching.

Tomorrow's home economics teacher will be selected on the basis of her potential for developing into a good teacher. Her background should include many and varied experiences with families. She should have knowledge of many kinds of homes with different economic and cultural advantages. She will need to work continually for the refinement and improvement of homemaking skills and of relationships. Her capability will depend in part upon her personal background and characteristics but it will also develop through proper training. Effective preparation will help her to have clear and worthwhile purposes for each day's work—purposes that will serve as guides for future action. She will understand the importance of personal and professional growth that will enable her to give maximum service to her students, community, and profession.

Compatibility in her relationships with other people will be an important attribute for tomorrow's home economics teacher. She must be able to go into homes and maintain good relationships with family members. She must be capable of harmonious relations with her community, carrying out her share of responsibility as a community member and participant. In her dealings with other teachers, she should show respect and a desire to work together for the attainment of common purposes. She must be capable of coordinating her program planning with that of other departments and grade levels.

Dependability in fulfilling her responsibilities will be as important in the future as it is today. Each teacher should be trustworthy in rendering her services with the maximum competence of which she is capable and in observing the Code of Ethics for teachers.

And finally, though by no means of least importance, is *stability*. The future promises a degree of economic security for teachers through the provision of adequate salaries, effective tenure laws, and sound retirement plans. In return, teachers must develop steadfastness of character and purpose in their personal lives and in fulfilling the responsibilities of their jobs.

Tomorrow's Professional Organizations

Professional associations will continue their efforts in at least four directions in helping to bring about effective educational programs:

1. They will engage in *public relations* programs to interpret the aims, practices, and achievements of schools

2 They will raise the *standards of the profession* by helping to recruit and select capable young people to prepare themselves for teaching Students who select teaching early in life will have opportunities for participation as assistants in actual teaching experiences where they can find out whether or not teaching really is a career in which they would be interested, and where they can start preparing to overcome weaknesses in personal characteristics or educational background

3 They will increase the *quality of teaching* by working for the provision of adequate consultant services provided by school systems for in service training of teachers and for greater opportunities for teachers to participate in programs of professional self improvement

4 They will enhance the *welfare of teachers* by promoting sound policies of employment and promotion, adequate salaries, tenure, and retirement

As we stand here and look toward tomorrow's home economics program, we have mixed feelings Of course, we are anxious to see changes that will be in keeping with social, economic, and technological advances Nevertheless, we may be reluctant to give up some thing that has become a traditional part of the home economics program, such as the teaching of practical work in foods and clothing Yet, we must realize that, as something new is added, something that is no longer needed must be dropped to make room for the new The needs of modern society point to intellectual experiences in all phases of the home economics curriculum, with major emphasis on home management, family relations, child development, nutrition, textiles, and home planning

Undoubtedly most of us will question whether or not we are capable of carrying out the kind of *home economics* program that is best for our community Indeed this questioning is probably a healthy sign, for a person who has no hesitation about her ability is not likely to have a full concept of what she should be doing The job of a home economics teacher is large and changes continually, bringing a constant challenge to try another approach that may be more effective in helping students to improve their home and family living As a home economics teacher, you can face the future confidently, knowing that you have been selected carefully, you have received effective preparation for your present teaching position you will have resources provided for you to continue your professional growth, and you will have

the strength of professional organizations in home economics and education to support and guide your work Herbert Hoover gave a helpful suggestion for facing the future when he said, "Wisdom consists not so much in knowing what to do in the ultimate as in knowing what to do next"

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